

The School Journal.

ESTABLISHED 1870.
THE SCHOOL JOURNAL.
A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
JEROME ALLEN,
FRANCIS W. PARKER, } Editors.

Terms for E. L. KELLOGG & CO.'S Publications.
The School Journal. (Weekly.) \$2.50 a year.
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(Monthly.) \$1.25 a year.
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Illustrated. \$1.00 a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.
The School Journal and Treasure Trove, \$3.
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E. L. KELLOGG & CO.,

EDUCATIONAL PUBLISHERS,

25 Clinton Place, (8th St.) N. Y.

J. T. CHARLOTTIS, Manager Advertising Department.

WESTERN OFFICE.
E. L. KELLOGG & CO.,
315 Wabash Ave., Chicago, Ill.

GEN. EASTERN AGENTS.
HENRY A. YOUNG & CO.,
55 Franklin St., Boston, Mass.

New York, March 20, 1886.

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Does it pay to get the best tools to work with? Were you a carpenter, how long would you use a dull, clumsy, old-fashioned saw, when you could just as well get a sharp, handy, new-fashioned one? How much would hire the farmers to go back to the old sickle? Get the best! It doesn't pay to buy cheap and poor tools! How does this apply to us? Right here. Some cheap educational papers are dear at 50 cts. a year, other first-class papers are cheap at any reasonable price. The JOURNAL costs 5 cents a week! Can't you afford that? Thousands of teachers spend more than that for candy, and then complain that they cannot afford to take a first-class educational paper. How is this for consistency? We know a man teacher in this county who spends twenty-five cents a week for cigars and can't afford to take an educational paper! Cigars! Candy! JOURNAL! Which?

"OUR own recollections of school-days recall none of more profit than those spent under the guidance of sensible, motherly, Christian women. We doubt whether the experience of normal-school graduates, so far, will not go to show that artificial and technical equipments and methods are quite as often a hindrance as a help to successful teaching."—*Boston Traveller.*

THE one distinguishing character of all successful men is their terrible earnestness. They go at what they have to do with uncompromising directness. It is not necessary to specify instances. They will suggest themselves to all our intelligent readers. The namby-pamby orator who speaks in mortal terror of offending "culture," and qualifies his sentences with numerous "perhappes," will move nobody. The ungrammatical, country-trained, home-made stump speaker with a conviction does far more good. He goes at his work with a will and a purpose. Moody was advised not to preach, but he preached, nevertheless. He couldn't help it. Gough went at his work from his shop, with no education except his terrible experience, and a burning desire, absorbing his whole soul, to keep all other young men from a similar experience. He had to speak. He couldn't help it. We may laugh at such men as John Brown, Garrison, and Phillips, as much as we please, but the fact remains the same; just such men are the ones who move the world.

There are thousands of teachers who are too much afraid of offending somebody to do much good work. The course of study must be followed, the book must be learned, the parents must be pleased, the examiner must be satisfied and when all these various persons are appeased there is no time left for free, original, unimpeded action. A conviction amounts to nothing unless it is acted out. We must be moved from an impulse within, if we expect to do anything worth doing. It doesn't pay to be "dumb driven cattle" in the work of this world. The ability of doing as we please is exceedingly exhilarating. Very proper teachers please nobody, and do no good. It is said that all really great men have been eccentric. Very likely! He who doesn't do what is right because he believes it to be right and cannot help doing it, is not really enjoying life, and is certainly doing little good.

CHURCHES and schools should be free to all who wish to come. Free schools are necessities. If they should be destroyed the corner-stone of our country would be taken away. It is not a subject of indifference whether children attend school. They must go, and when there they must learn. But what kind of force should be used? To most people the expression "must learn" means a bitter pill to be swallowed in the shape of an unattractive lesson to be learned. The ordinary reasoner says: "Our very life depends upon education. It follows then that the more of it that can be obtained the more life will be received." In accordance with this idea, courses of study are crowded to excessive fullness, and books are memorized without stint, hoping thereby to get an education. When the graduation day comes the education is finished, the work is done, and the poor overworked graduate is free to enjoy what little life and strength is left. At all events, the ideal of what an education is, is reached. The difficulty is with this ideal.

A child can be made to say its prayers, made to read the Bible, go to church; but unless some other force takes possession of him, all his church-going, Bible-reading, and prayer-saying will do him no good. Let a teacher compel a child to sit in a school-room, learn lessons, and recite them, but unless she has some other force to use except the force of authority, she will do the pupil injury. The study of incentives and forces is most important for teachers. Children should learn. No one disputes this fact. But the motives leading them to study have a far greater influence in moulding all their after lives than all they can possibly learn in the most elaborate courses of study. The ordinary idea of the process of "getting an education" is wrong. It has done untold harm in the past, but a new ideal is coming to be taken. Here is the hope of the future, and the encouragement of the present.

THE massacre of an entire family in Missouri by a lad, suggests many questions. There seems to have been no motive leading to the horrible deed. The cause of his crime must be looked for in a former generation. The impulse to murder was born in him, and must be an additional illustration of the sins of the fathers descending to their children. In olden times it was customary to refer all such outrageous deeds to the direct presence of Satan. This is a good reference, if we consider Satan a synonym for natural evil within us, either in the form of what the church calls "original sin," or the numberless evils of the flesh induced by a violation of the laws of our being. There is a personal Devil, and he takes a very active interest in the affairs of this world; but there are also personal characteristics inherited from ancestors, that have nothing especially to do with Satan. Blood will tell. The thoughts of the mind influence every drop of blood in the body. Bad thoughts make bad blood. A person of impure thoughts cannot have pure blood. A dose of medicine that purges out evil thoughts often cures desperate diseases. As a man thinketh so is his body. There is a world of truth in mind cure. Physicians have not touched this subject as they ought. Teachers have an excellent opportunity to become real doctors of the body by treating the very source of a host of diseases coming directly from the mind.

As a father thinks, so his son will think. He cannot help it, for he has inherited his father's organization. He may acquire mental force enough to rise above them and become a better man than his father was, but it can only be done by means of educational forces. The best saint on earth fights the world, the flesh, and the devil, inherited from his fathers. He rises by slow and painful steps. If the forces of evil occasionally overcome him, he falls only to rise again to renew the conflict and sing:

"Fight on my soul till death."

The present is a personal war against all the past. We have no grudge against those who have gone before us, but we have, nevertheless, to bear their sins, and rise by slow processes of upward climbing. The boy murderer in Missouri ought to be hung, but he doubtless had an ancestor who ought to have been hung also, for hereditary sin, like electricity, makes wonderful leaps. A grandfather's characteristics come out in his grandchild, and the boy seems unable to help himself. He thinks he is impelled by some demon within him, making him do what his better nature abhors, but it is nothing but the evil of ancestral sin, working its way out through his bones, nerves, and muscles. Murder in the mind of a father "will out" in the actions of his son.

We live for posterity in a fearful sense. What we are concerns the world now not so much as it will a generation hence. This is so true, that the greatest sin some people can commit is in transmitting to posterity their like. If we could stamp out the propagation of evil, it would soon come to an end.

The forces of good are cumulative. The virtue of the past is not dead. It will never die. On and on in ever-widening streams of freshness and purity they flow, to regenerate the world. What have the mothers not been and done?—self-sacrificing, loving, patient, long-suffering, kind, forgiving, like blessed angels of mercy, they are to-day the real saviors of the race. Though dead they live in tens of thousands of hearts and hands. In these ancestral and inherited qualities is our hope. All the fathers and mothers of the children were not bad. There is some hope for the children. It matters not how bad a pupil may be, there is some good in him. The teacher who can find and nourish it will save him. There is a string in every human heart that can be set vibrating to some good chord.

READING FOR BOYS AND GIRLS.

Young people will not read what they do not like, and sooner or later they will in some way get what they want.

The tastes of boys differ. Some want natural history, others devour travels, and others still have a passion for descriptions of machines, while others seem to take to sensational novels as naturally as young ducks take to water. Read them they will, despite the fruitless worrying of their mothers. Joseph Cook says that "Children have no sympathy with sentiments of love, but they have plenty with romance, and these are very different things." Tastes should be consulted and followed. There are good books in all departments of literature. Wise parents and teachers will make a careful selection and cultivate the best elements in the youth under their care. It is by no means possible or desirable to require, or even request young people to always read what is instructive. Amusement is lawful and necessary. *The Arabian Nights*, *Grimm's Fairy Tales*, *Hans Christian Andersen's Tales*, and *George MacDonald's At the Back of the North Wind*, and *Dealings with the Fairies* are of this class, and it is a sin to deprive any child of the keen entertainment they afford.

Books of adventure, imaginary voyages, and stories of many countries are of great interest and value. *Robinson Crusoe*, *Kane's Arctic Adventures*, *Irving's Life of Washington*, *Prescott's Conquest of Mexico*, *Livingstone's African Travels*, *Bayard Taylor's Boys of Other Countries*, *Mayne Reid's Man-eaters and Other Odd People*, and *Jules Verne's Books* are of this class. About Verne's books we have some doubt, but they possess the charm of intense interest, and boys will read them sooner or later.

Our space does not permit us to extend our list, except to mention a few of the most interesting ones under the department of history. The following are classic, and may be depended upon without fail to chain the attention of the average boy or girl: *Uncle Tom's Cabin*, *John S. C. Abbott's American Pioneers and Patriots*, 12 vols., each one of great value, *Coffin's Story of Liberty*, all of *Jacob Abbott's Biographies*, *Dickens' Tale of Two Cities*, *Younge's Stories of English History*, and *Young Folk's History of England*, *Champlin's Young Folk's History of the War for the Union*.

Several things must be noticed in guiding the reading of young people. Do not force them to read what is distasteful because it is good. A kind father once required his son to read *Bancroft's History of the United States* while he interested himself in the latest magazine. The result of such a course is evident. Do not condemn and denounce certain papers and books. It will be the very way to incite the children to get them. Say to a boy: Don't read the *Bad Boy's Weekly*, or *The Cow Boy's Adventures*—and he will have both within a week.

If a taste for bad reading is growing it can only be hecked by putting a more interesting book in the place of the bad ones. Stop a fire by a counter fire.

A book should have value in the eyes of a child. He should feel proud in saying, "This is my book." There is a sense of dignity in ownership. In these days of many books and much reading, there is danger that the possession of a book will not possess much value. This must be guarded against. All magazines of value, text books, and children's papers should be sacredly saved. If a number is lost make an effort to supply it, so that the file may be complete.

No one reads a borrowed book with the same interest that he does his own. Even to older persons the charm of ownership has its strength. With what affection does an old scholar take from the shelves a rare volume which has been sacredly guarded for many years! A genuine author will part with his bread sooner than his books. He comes to have an affection for them, like old friends.

The child who carefully covers his books, numbers them, and arranges them on a shelf, gives promise of future usefulness, if not greatness.

NATIONAL AID.

There was an increase of nearly 33 per cent. in the amount expended upon schools in South Carolina between 1880 and 1884. During the latter year the state superintendent of public instruction cited as the last and chief drawback to educational interests during the year the fact that "the discussion of the policy of Federal aid for the suppression of illiteracy revived into active expression all the latent or hitherto silent opposition to the common school system of the state." In Georgia the legislature refused to "continue the schools in operation

for six months." The reason of this was said to be that they were waiting to see what Congress would do for them, which was expected to give Georgia almost exactly the same amount as the tax would produce. In view of these facts the effect of national aid to education will be watched with great interest. It must stimulate, not paralyze, home efforts. If the bill is passed it will make a crisis in the educational experiments of our country. If the effect of national aid will be to create an army of well paid superintendents to vex the righteous souls of a larger army of underpaid teachers, it will be better now to give the money outright to needy persons suffering from the woes of the civil war, and have an end of it. If politicians get their hands in this money-bag, precious little of it will ever be used to buy books for colored children. We have enough of political influence in education already. It is our daily prayer that the blessed time may speedily come when politicians will let education alone. It has never hurt them, and we can't imagine what grudge they have that they should want to hurt it.

EVERY American Indian costs the United States government nearly \$3,000 a year. This is on the presumption that there are 360,000 Indians, and that the appropriation ranges in the neighborhood of \$7,000,000. Expensive wards.

We have something yet to learn in the making of ships. When a steamer like the *Oregon* is struck amidships by a small vessel moving with sufficient momentum to knock a hole in her side below the water-line, and in consequence cannot keep afloat, we should take measures to find out whether we cannot improve our naval architecture. Here is a good subject for young men to think about.

SEVERAL "advanced" grammarians are busy, tearing to pieces such sentences as "That, that that that that boy parsed is not that that that that other boy parsed; that is plain." The sooner such nonsense is banished from civilization, the better will it be for our schools.

THE Albany, N. Y., children have been using their geographies as impromptu toboggans. This is considered by an Albany paper as highly appropriate; for since geography is a knowledge of the earth's surface, there is no better way of acquiring a thorough practical knowledge of a part of it than by the way the Albany children have chosen. At least it is a much more sensible method of getting a little real knowledge than by committing to memory names of places they know nothing about.

CHICAGO is to have a new magazine called "*The Hog*," and it is said that its enterprising publishers intend to "push it to the front." It is not the first time that the hog has held a prominent position. He occupied a high seat in the synagogue in the time of Christ, and has kept his own first rate for nearly nineteen hundred years. The importance of the hog in his own estimation has not at all diminished as the centuries have gone by. In fact this has been his strong point. His stubbornness knows no limits. He is bound to go where he ought not, and will not go where he ought to. We welcome "*The Hog*" to our list of exchanges, and trust it will receive a good support from those who ought to take it.

THE *Bigelow Papers* are full of witty and wise suggestions. Here is one that applies at present:

"Laborin' man an' laborin' woman
Hev one glory an' one shame,
Ev'rythin' thet's done inhuman
Injers all on 'em the same."

MAYOR WHITNEY, of Brooklyn, recently received a petition signed by twenty-four hundred residents of that city, praying him to appoint some women on the school board there, which now consists exclusively of men. More than half the scholars in both New York and Brooklyn are girls, and a very large majority of the teachers are women. Have not women judgment, good sense, and executive ability? Boards of education lack very important elements in their make-up when the woman element is wanting in them. The opposition to women as members of boards where public interests are at stake partakes somewhat of bigotry.

A BILL was introduced recently in the Senate of Iowa prohibiting teachers, members of college faculties, state and county superintendents, and members of the state board of examiners from using alcoholic and narcotic stimulants. Was such a law needed?

THE *Mail and Express* of this city recently said, with great force, "Suppose we should hear to-morrow that the ruffianly elements of the Chinese Empire had decided that 'the Americans must go,' and that they had opened fire upon the said Americans, and burned their warehouses and all the property in them; that the Emperor of China, appealed to by our minister, had declared that he could not protect them as they were subject to the jurisdiction of certain state or provincial governments over which he had no control, but that he would with all the force at his disposal resist any attempt on our part to protect them. Would we not hold it all to be very Chinese and very barbarous?"

THE trustees of Columbia College recently voted to admit a woman to compete for the degree of Doctor of Philosophy. This was practically equivalent to conferring the degree, for the candidate, Miss Edgerton, is a scholar of such distinguished merit, particularly in mathematics, that no doubt is entertained of her passing the examination with great honor. The world moves.

A NOTICE of the Saratoga Summer School will be found among our Educational Notes.

JAKE SHARP is just now a familiar name in New York city. He stole the Broadway street railroad, and now says he wants to be let alone. Tweed wanted the same boon, and thousands of other sinners in all the ages have been just like them.

"Let us alone" is the watchword of sin and conservatism, but this is what sinners and conservatives will not get. The watchword of the present is "Advance!" We are looking forward, not backward, except to find more cause for leaving what is wrong. The present is the best age the world has ever seen, but a better one is coming, and no laborers so directly work for the greater good in store for us as teachers. The most cheering sign of the times is the general awakening among teachers everywhere.

A wise writer recently said: "My experience in handling men—some of them of the lowest class—is not very limited. I have always found it work to advantage by showing them that they have my confidence, and that I believe them honest, even when I knew they were not honest. I have watched them, and have been conscious of their effort to retain my good opinion. Seldom have I found one so hardened as to abuse deliberately my confidence in him. I do not believe in the theory of treating a man as a rogue until you know him to be honest."

So with children. Place confidence in them, and by all means let them feel that your confidence is absolute. If they make a mistake don't scold them; show them that you are interested in their conflicts and mistakes, inspire them to go on, that they can do better, and you will find they will. Let them make mistakes occasionally; it is all the better for them.

OLD men are coming to the front. Young men must wait. The venerable ex-President Woolsey, of Yale College, who is past eighty, has just written an article on "The Fishery Question," for the *North American Review*, which is full of most valuable history and vigorous thought. In no way is his mental force diminished. Gladstone who to-day is exerting more influence than any living man, is past eighty. Bancroft, an octogenarian, is hard at work still. In Norwich, Conn., there are two men over ninety years of age who are actively engaged in business, Othniel Gager and Colonel George L. Perkins. They were both in the war of 1812. Mr. Gager is town clerk, and Colonel Perkins is the treasurer of a railroad company. A few weeks since a lawyer died in Erie who was past ninety, and continued in active practice until the month of his death. In early life he was a member of Napoleon's guard. Young men! look out! The grandfathers will outlive most of you yet.

LEGISLATION REQUIRED FOR PUBLIC SCHOOLS.

BY PRIN. D. W. C. DOMINICK, Greenport, N. Y.

It is a lamentable fact that the public schools to-day are suffering more from unqualified school superintendents than incompetent teachers, as the latter is but an outgrowth of the former evil. The question ought to knock at the door of every energetic competent teacher. How can we best overcome this evil? Not by too radical a measure, for the people must always be brought up to a change gradually. So, if we desire to raise the standard of public education, let us begin at home. It is a miscarriage of justice, when our laws demand that a person to hold the office of district attorney, must not only be an

attorney but a counsellor at law in the supreme court; that the office of state engineer and surveyor must be filled by a practical surveyor, and leaves the office of school commissioner, without a single requisite, on a level with the town constable. Besides, the law demands of the school examiner what it does not from any office-holder under the state constitution, namely, that he shall attest to the qualification of applicants.

It is true that many counties are not now suffering by the present system; nevertheless the evil exists, and they will at times become its victims. The writer knows of a county, which for six years has had excellent school commissioners, but last fall elected a school commissioner who had never taught school a single day, and acknowledged to an institute conductor that he had never attended an institute before the one he was then in charge of.

Much more might be said concerning this evil; but the question is how can it be remedied? Let every teacher and friend of good education demand from our legislature a law making no person eligible to the office of school commissioner unless he holds a state certificate, or its equivalent, and has had at least two year's experience as a teacher in the public schools of the state.

Since the salary of school commissioner has recently been increased the office is remunerative enough for our best teachers and qualified persons to accept the position and give their entire time, as the best interests of the schools demand, to the duties of their office. But as long as the office of school superintendent is strictly a political one, opened to the most unprincipled politicians, who when elected give but a few weeks of their time to the improvement of the schools, the standard of public education will not advance.

TALKS ON PSYCHOLOGY.

BY COL. F. W. PARKER.

III.

I judge that an object exists external to my mind by means of an image or concept which is in my consciousness. I judge, for instance, that the image or concept of a desk, of which I am this instant conscious, corresponds to the desk upon which I am writing. Without this concept of the desk, I could form no judgment of the desk; the concept of the desk is the basis or the ground for a series of judgments in regard to it—the first of which is, "This is a desk." Each judgment of the series that follows the simplest judgment finds its basis and absolute condition in the concept of the desk. I know the concept of a desk is in my mind. I judge that an object which corresponds to the concept exists, and is now before me.

The mind, or better, the Ego, to which facts in consciousness manifest themselves, is not immediately conscious of external objects; it judges that they exist, that they are in certain places, from facts, ideas, images, concepts in consciousness. The seeing, hearing, touching, tasting, or smelling an object is instantly followed by a judgment. The concept brought into consciousness by an act of the senses may be recognized; that is, its presence may be followed by a judgment, "I have seen this object before;" or the concept may be simply cognized, that is, followed by the judgment, "I have never seen this object before."

In either case the concept must come directly from the unconscious; it can not be an immediate product of externality and the mind. In either case, then, the object recalls the concept.

What is the psychological difference between seeing a familiar object and seeing an object that one has never seen before? Can one see any attribute that has not a corresponding idea in the unconscious?

An external, concrete object consists of a definite number of related attributes. The mind separates this bundle of related attributes, called an object, from all other objects.

The effect of an object presented to the senses, is to recall a concept, which we judge corresponds to the presented object; for the ideas, of which any concept consists, must either be in the unconscious (retentive memory) before the object is presented, or the concept must be immediately and originally produced (created) by the simultaneous action of the object and the mind; as the latter hypothesis is wholly untenable, the former must be true.

An object is analyzed into attributes, again these attributes are synthesized into a whole object. The synthesis requires certain determinate relations; thus, an object is made up of attributes and relations, or in other words, related attributes.

A concept of the object corresponds to the object. It can be analyzed into its elements; each element (we judge), has its corresponding attribute in the external object; these elements may be synthesized into a whole concept under relations exactly corresponding to the relations of the attributes which make up the external object.

The elements of a concept that correspond to the attributes and relations of attributes, which make up an object, are called *elementary ideas*; there are elementary ideas of attributes and elementary ideas of relations of attributes.

An object causes the mind to become conscious of a concept, that is, to recall into consciousness a concept, which is made up of those elementary ideas alone, which were already in the unconscious previous to the presentation of the object; that is, the presence of an object cannot immediately produce an elementary idea in the consciousness; it follows that seeing, hearing, and touching are the immediate means of recollection.

What are the psychological processes of seeing, hearing, and touching? How is the Ego made conscious of concepts by means of external objects?

Has an object any other immediate conscious effect than to make the mind (the Ego) conscious of its (the object's) corresponding concept?

These questions are of immense importance to teachers, as they involve the investigation of the psychological processes of observation, and their use in mental development.

STUDY OF CHILDREN AS INDIVIDUALS.—I.

BY MISS MAY MACKINTOSH, Hoboken, N. J.

The early history of the world was first the history of tribes, considered as wholes, and not as composed of individuals. Then came the era of the family, each member of which suffered and profited, as its head did, without having any separate rights. And last comes our own happier time, in which, without any loosening of the sacred bonds of family, love, and life, each individual is recognized and considered, and accorded an honorable place in the higher unity thus produced.

Exactly parallel to this is the history of all improvement in education. First came the theorists and idealists, who, setting before themselves different high, though arbitrary standards, strove to enforce them on all alike, without respect of persons or rather individualities. At this period the school partook of the nature of a tribe, in regard to its government and bigoted attachment to its own forms. To this period, too, belong the feuds between neighboring schools; for example, the "Town and Gown" disturbances common in England not so many years back. The courses of study all tended to the one end—the acquisition of the "learned languages"—Latin and Greek—and of mathematics in all its branches. There was as yet no recognition of any difference in the child's powers of acquiring knowledge other than that of quantity. The younger the child, the more homeopathic the dose; but no other concession was made.

Next came the era of grades, in which every child of a certain age was expected (theoretically), to be equal in all things to his equals in age.

Here there was (or rather, is, for we have not yet risen above the cast-iron theories of education), the same unbending adherence to theories, and the same determination to make the facts agree with the particular scheme of education to which we have given our fealty. But the improvement is great and manifest; for we have successive theories, as links in a chain, to suit each succeeding stage of an ideal child's life, instead of the one inflexible idea, which, like a rod of iron, will neither assume a gentle, yielding curve, nor break.

But the great want of both these systems is in practicability. While a certain amount of grading is beneficial and necessary, both for the accomplishment of any good work, and for fitting the child for the social part of his life, in which he never can be the only one to be considered; yet he must receive considerable individual attention and study, if the best results are to be obtained. "Union is strength" when once the leader—the original, individual mind behind all—has spoken; but the scheme to be carried out, it may be by millions of willing hands and hearts, was matured, not in the crowded places of social and business life, but in the silence of individual thought.

We must foster the power to think originally; to decide oneself, though humbly and with long consideration, what is right and what wrong in the common affairs of life; and last, but not least, to will so strongly

as to allow no consideration to change the determination once made and believed to be right.

But, it may be argued, not all can be leaders. True, and no system of education could possibly produce such a result. Natural gifts will decide that question in the future, as they have done in the past. But the training fitted to produce leaders of others also produces men and women more fitted to govern themselves, and to select the noblest leaders under whose banner to serve.

If we, then, would develop originality, individuality, it is with the individual—and not with the class—that we have to do.

PRINCIPLES OF SCHOOL DISCIPLINE.—III.

BY PRIN. GEORGE B. HURD, New Haven, Conn.

Besides the matters which may be regarded as rights, there grow up in our experiences, certain guides of procedure which finally taking shape as propositions to be heeded, thus become principles upon which we depend.

Responsibility for a general rule should be clearly placed and maintained. If it be a rule of a board or committee, let it be understood as such by all concerned, and let it be carried out in its true spirit. If it be a rule of a superintendent or principal, let it be so understood, and let its wisdom or folly be credited to its originator. If it be a rule of the teacher accept its responsibility, and enforce it until it be proven unadvisable. "Bear ye one another's burden" was never made to fit this case. The best fulfillment depends in some measure upon placing responsibility where it belongs. Do not understand me to suggest fault-finding with regulations which may seem uncalled for, or a lack of compliance with their spirit as clearly as they are apprehended. Arguing from no higher plane than that of expediency, we shall find that the pupils will obey our rules with far more cheerfulness if the principle of rightful authority be cheerfully maintained, whatever may be our individual opinion.

Corporal punishment should never be administered in unreasoning anger. Indignant prompt punishment may be most fitting in cases of special brutality, but such punishment should never be in anger, but rather sorrow and pity for so hardened a nature. We need not affect the vigor of the rebuke, but it will greatly modify its spirit, and give it the greatest possible effect. A teacher once said to me, "I don't see how you can be so hard-hearted as to punish a child when you're not angry with him." "I couldn't," I replied. "Then you have no business to punish, for if you cannot govern yourself, you have no right to govern others." I have known teachers who laid great stress upon the old adage, "familiarity breeds contempt." Guarding carefully against cheerful talk with pupils upon child-life topics with great care, but putting little restraint upon the most demeaning familiarity of ungoverned rage upon trivial provocation.

Again corporal punishment often loses half its force if administered when the pupil is angry. One blow will effect more real reformation many times if given with the full moral justification of the pupil, than ten when he is at the very summit of passion.

Punishment should be graded to the offence considered from the standpoint of its probable motive. A saucy reply to a stinging sarcasm of the teacher may be ground for punishment, but considering the facts, I do not think it is open to the same criticism as a deliberate attempt to insult the teacher from pure wantonness.

Corporal punishment should not be employed till other endeavors have failed. It should be kept as the last resort. If made too light it must be continually repeated. If made too heavy and the one cure-all for every offence, it becomes a hardening influence. In either case it does not develop self-government in the pupil. I believe there are cases where it is positively wronging the child not to administer proper chastisement. My objection is to making it a cure-all. I admit it to be the easiest known way of obtaining a show of order, because it takes less intelligent thought than other methods, but the admission does not abate the force of my objection.

Each teacher should have a personal standard of discipline. By this I mean have a clear perception as possible of the degree of order to be maintained in the particular room dealt with, in view of all known circumstances bearing upon it. The question should be not what will appear nicely to visitors or to captious critics, but what will be the best for the real good of the pupils. Very still schools are sometimes stupid schools. True, "still water run deep," but it is just as true that stagnant waters are always still. A certain degree of order is necessary in every school to have the best possible work accomplished, and the faithful teacher will always carefully try to find out what that degree is, and to maintain it as nearly as possible. A constant fretting to gain too

good a standard of order, is just as wrong as an answerable degree of laxity. The one injures the disposition of both teacher and pupil, the other hinders the regular work. Both are to be shunned. With a desire to shun them, and a clear conception of right, all unjust criticism will fall with its due weight, and that which is kindly and just be properly valued.

The true aim of all discipline should be to make the pupil self-reliant. As the best mental discipline makes self-reliance its chief aim, so should the discipline of conduct. We tell the little child, "You cannot have some one to read to you always, so you must learn to read for yourself," and we teach him to read. Farther on we say, "You cannot have an arithmetic, a geography, a grammar, or a history with you for reference in the every-day work of active life," and so we test them by practical examples and test questions over and over again. We tell the high school pupil that any successful advance into the broad field of culture needs a discipline of the reasoning faculties, a strengthening of the memory, and a development of the analytical power, and we give him higher mathematics, foreign or classic languages, and natural and mental philosophy, and try to hold him to the work. All these are bases of self-dependence for various conditions of life. Just as clearly should the sense of self-dependence be fostered, encouraged, and developed in the discipline of conduct. Not subjugation, but control and direction of the will is our privilege. Only where it interferes with the rights of others may we repress it. It should have a free action within proper limits at the foot, the arm, the hand, or the limbs of the body. Its loss in any great measure cripples the child for life. If the teacher makes proper distinction between tyranny and government, pupils of all ages will understand it very plainly. That obedience must be enforced simply and solely because it is right, is a proposition that will gain the moral support of any school, as soon as the teacher has proven it to be his or her belief.

Rules that cannot be fairly maintained are usually better dispensed with. Continual familiarity of evading them weakens the power of the teacher. Rules in excess of the positive needs of the school weaken discipline. The teacher has but a given amount of vigor to give to the school. Both physical and mental power are finite. If too great a proportion of strength be given to discipline of conduct, the mental discipline will be deprived of its due consideration.

The best conduct can not be maintained unless mental work be rightly proportioned. If the class be floundering in the mire of uncomprehended work, there will be discouragement and lack of interest that will show itself in persistent disorders. No sharp criticism can properly overcome this. Only by a careful sounding of pupils' ability, and putting them where they belong can good order ever be maintained. The same is true of individual pupils who are not doing as much work as they should. Extra time is left, in which there is no need to call in the arch fiend to "find mischief still for their idle hands to do." The average boy or girl is equal to it without help every time.

THE SCHOOL-ROOM.

LESSONS FROM A VISITOR'S NOTE-BOOK.

BY MISS BELLE THOMAS, Normal Park, Ill.

AN OBJECT LESSON.

Purpose of lesson.—To fill up time.

Preparation by teacher.—None.

Plan of lesson.—Apparently none.

Preparation by pupils.—Practice in answering in concert and without thought.

Subject.—A straw hand-bag lined with a red material. The teacher says: "Children, what have I in my hand?"

"A basket," answer the children, in chorus.

"What is it made of?"

"Out of straw," all shout.

"Did we make the straw?"

"No. It grew."

"Was it like this when it grew?"

"No," emphatically said, and with a half disgusted look on many faces.

"What was it when it was growing?"

One or two were heard saying, "Wheat," another, "Oats."

"Well, we will call it wheat; now tell me what we do with bread?"

"Make bread out of it," answered the chorus.

"What is the bread made from?"

"Flour."

"How do they make flour out of wheat?"

"Grind it in the mill."

"What do they do with the straw?"

"Feed it to horses and cows."

"What are cows good for?"

"To give us milk."

"Is the cow good for anything else?"

"Yes, we eat the meat."

"What is this meat called?"

Hesitation; several names are offered. One stumbles upon "beef," and the questioning is resumed.

"What is this basket lined with?"

"Red stuff," answer some; "silk" say the majority.

"Very well," answers the teacher, "we will call it silk, though I'm not sure that it is."

"Does the silk grow?"

"No, they make it."

"What do they make it of?"

"Of silk thread."

"But where do they get the thread?"

Here silence falls upon all, and their faces and manner betoken that their knowledge of this subject extends no farther.

"Now listen, children, and I'll tell you where we get the silk. There is a little worm about so large (measuring about a half inch on her finger); people keep these worms and feed them on grass, or, I guess it's leaves they feed them. These worms creep about over the leaves, and as they creep about they leave a little, fine silk thread wherever they go. Then the men go around and gather up these threads and spin them into the silk."

Just at this time the bell rings for recess, and the children receive no further information that day about this wonderful worm and its part in the manufacture of silk.

II. SPELLING AND DEFINITIONS.

Preparation by class.—A half hour spent in staring alternately about the room and at the book.

Purpose of lesson.—To recite synonyms or definitions which convey no more meaning to the child than the word itself.

Class standing on floor before the teacher.

T. Estates.

P. E-s-es; t-a-t-e-s, estates; plantations.

Inquisitive Visitor, What is a plantation?

First boy. I don't know.

Second boy. A place where they grow lots of plants.

T. Impurity.

P. I-m-im, p-u-r-i-t-y, impurity; a foul substance.

V. What do you mean by "foul"?

First girl. A bird.

Second girl. A chicken.

A few more words spelled and as intelligently (?) defined, and the lesson closes.

A GEOGRAPHY LESSON.

After a half-hour's ride along the banks of a beautiful stream we reached the district school. During our ride we had been struck with the beautiful scenery and the many opportunities which this country, with its hills and valley, brooks and river, afforded for the study of geography. We mentally congratulated the children who could live in such a favored spot.

Soon after we entered, the geography class was called. The children came out with primary geographies in hand.

T. What is a hill?

P. A portion of high land.

T. What is a valley?

P. A low place between hills or mountains.

Visitor. How many have seen a valley? No response.

V. How many have ever been in a valley? No answer.

After calling attention to the hills which can be seen from every window in the room and asking some further questions one boy volunteers to say, "I think we live in a valley."

V. Then how is Johnsville situated? (a city on the opposite bank of the river).

P. Johnsville is in a valley.

V. How do you know?

P. I heard my father and mother talking about it and they said so.

The lesson went on with an occasional question from the visitor. They all said that the water in — river came from Scott's dam, and in the review lesson, though they could describe the shape of the earth, give the exact number of miles, its circumference and diameter, and say, "The surface of the earth is the outside part on which we live." They could not tell what was meant by "circumference" or "diameter," and worse still denied ever having seen the surface of the earth.

A FIRST READER LESSON.

Purpose.—To give the teacher ample opportunity to talk. Teacher. Now, children, you may open your books to page 15, and each one tell me something they (I) see in the picture.

"Willie, what do you see?"

"A cat."

"Yes, a cat. Emma, what do you see?"

"A rat."

"Yes, I see a rat. Mary, can you see anything?"

"A nest."

"A nest; yes, I see a nest. John."

"Some eggs."

"Some eggs. Why I see some eggs in that nest. I wonder if Eddie sees anything? He has not told us anything yet."

"A hen is by the nest."

"Why, to be sure, there is a hen by that nest. Yes, a nest. Carrie, do you find anything?"

"A cat."

"A cat. Yes, there is a cat there, but Willie found that. Don't you see something else?"

"The cat is running."

"Yes, the cat is running. Can you run?"

"Yes."

In this way ten minutes and more of precious time is wasted, the teacher keeping up such a continual clatter in asking questions and repeating answers that the poor children have no interest whatever in the lesson.

A FEW HINTS IN PRIMARY READING.

BY MISS B. G. HART.

I. Give an object-lesson, whose aim shall be, interest in the object and attention to its name.

II. Get the name correctly pronounced by every member of the class.

III. If possible, draw or exhibit a picture of the object with the word.

IV. Write—not print—the word on the board in various places without the picture.

V. Require the children to find the word in books or on charts.

VI. Soon develop descriptive and other limiting words; a. objectively, b. illustratively, c. associatively.

VII. Very soon develop familiar verbs (sentence).

VIII. Every exercise should involve review of previous lesson and some more remote work.

IX. After each exercise the children study the lesson by copying the word (and picture).

TO TRANSFER FROM ONE GRAPHIC FORM TO ANOTHER.

I. It must be done upon familiar words.

II. Take an illustrated description of the object, and by questions develop statements identical with the descriptive statements.

III. Let the children discover the identity in the unfamiliar graphic form.

IV. Follow this by careful identification of words and letters. Give sufficient practice in making the letters separately and in combination.

V. Let the children learn writing by imitation and direction, and the alphabet incidentally.

BRIEF LESSON PLANS AND DEVICES.

NOTE.—The value of these plans is chiefly their suggestiveness. Many of them will need to be prefaced by other lessons leading up to the subjects treated here. They may be filled out, extended, or shortened according to the circumstances.

REPORT OF A READING EXERCISE.

Subject: A selection from Irving's Sketch Book.

All books being closed, a pupil arose and gave a three minutes' talk on the life of Irving. Another gave a sketch of the Dutch rule in New York; a third gave the class an idea of the superstitions of these people, after which, the regular reading exercise began.

Two pupils were provided with pencils and paper, and when a paragraph had been read, a list of wrongly emphasized and mispronounced words was placed on the board, and the words to be emphasized were underscored. Sometimes, various opinions were expressed by the pupils in regard to the meaning of the sentence; it was compared with previous sentences, and a decision was soon made.

At the close of the recitation two critics were appointed for the following day; these critics being selected from among the best readers. One pupil was appointed to prepare an outline of Irving's life, another to describe some of the scenes of the Hudson and the Catskill Mountains.

M. H. B.

AN EXPERIENCE IN TEACHING GRAMMAR.

I once took a class of pupils who had studied one of the driest of text-books in grammar, and hated the subject most thoroughly. I had permission to teach without the book and my first step was to find out what the pupils already knew, by the following exercise:

The pupils at the board wrote sentences from dictation, and classified the parts of speech by designated underlinings. This exercise was then made the basis for teaching the parts of speech; every error on the board formed the text of a lesson leading up to its correction.

I began with simple, and advanced to difficult sentences, and kept up the drill till the class were thoroughly interested, and thought grammar the best study of all in the school. E. H. D.

A METHOD OF REVIEW IN ARITHMETIC.

In addition to the regular advance work, ask pupils to hand in original examples on some subject selected for review.

For instance, if the subject is fractions, they hand in the full work of four, sometimes six, examples, illustrating each for one lesson and the same number for the successive lessons each day until the subject has been reviewed. They are encouraged to use ingenuity in securing variety in the examples.

NOTE. This method economizes class time, since only the principles not clearly understood need to be taken up, and, if there are any misunderstandings, the examples reveal them.

In percentage, require the examples to represent practical questions, not mere imitations of those in the books. E. H. D.

SOME EXPERIMENTS WITH AIR.

The experiments may be performed before the class, by the teacher or a pupil. The observations and principles should be drawn from the pupils by questioning. Accept the statements in the pupil's own language if they are correct; if not, keep on questioning until it is discovered.

Experiment:—Having blown a foot-ball full of air, place it on one side of the scale-pan, delicately balanced, and place weights on the other side till they balance. Force the air out of the ball and again place it on the scale-pan.

Observation:—It does not balance.

Reason:—Air has weight.

Experiment:—Take a U-shaped tube, and pour water into one side.

Observation:—The water stands at an equal height in each section of the tube.

Experiment:—Withdraw a part of the air from one side with the mouth.

Observation:—Water rises on the side where the air is withdrawn, and sinks on the other.

Reason:—The air presses down on one side, and not on the other from which it is withdrawn.

Experiment:—Fill a glass with water, wet a piece of pasteboard, so as to make it air tight, and invert the glass, hold the hand on the pasteboard till completely overturned, then withdraw it.

Observation:—The water does not run out.

Reason:—The atmosphere presses against the pasteboard with a pressure greater than the weight of the water in the glass, and therefore holds the pasteboard firmly.

Note:—The same experiment may be made to show that the air also presses sidewise.

Summary:—The air has weight and presses equally in all directions. G. E. M.

NOTES OF WORK IN A COUNTRY SCHOOL.

Letter Writing. For pupils just able to write legibly—letters to friends; for more advanced—notes of invitation, acceptance, and regret; business letters, orders, notes, and receipts.

Local History. Questions written on the board; answers to be written out in complete sentences.

1. When and by whom was this town settled?

2. What were its first boundaries? What are its present ones?

3. Tell all you know of the early settlers.

4. Name any important historical incidents connected with the town.

5. Mention the present industries.

6. Name the town officers.

Literature. Assign in order to the higher reading classes all the selections from Longfellow to be found in their school readers. Provide other selections from Longfellow for class reading, and read still other selections to them. Afterwards familiarize them with the

life of Longfellow.

Write upon the board questions like these to be answered a few each day, in complete sentences on paper.

1. When and where was Longfellow born?

2. Which of his poems refers to his own childhood?

3. At what college was he educated?

4. At what age was he elected professor?

5. In which of his prose writings does he recount his first European trip?

6. What other of his prose writings can you name?

7. Where did he live for many years previous to his death?

8. What was the house called? state some facts in regard to it, and mention some poems written in connection with it.

9. Give the names of his poems which you like best; name his last poem.

10. Give some account of the bust of Longfellow in Westminster Abbey.

11. Copy twenty lines from Longfellow.

12. Write in prose the stories of, (a) Evangeline, (b) The Golden Legend, (c) Courtship of Miles Standish, (d) Paul Revere's Ride.

13. Commit to memory from eight to twenty lines from Longfellow.

Similar methods may be used with other authors.

L. V. S.

A METHOD FOR TEACHING A CLASS IN FOURTH READER.

In preparing the lesson, require the pupils to write two or three of the most difficult of the new words in each paragraph on their slates or paper. Just before the recitation let a pupil write the words he has selected from the lesson on the blackboard, making as many columns as there are paragraphs in the lesson assigned. Each member of the class then follows in turn, writing any other words that he may have selected in the proper columns, separating the words into their syllables. No word is to be written twice. All this work will go on without any attention from the teacher, who may be occupied with other classes.

When the class is called a few pupils pass to the board and place the proper diacritical marks over the words which are then pronounced phonetically.

If in reading the pupil fails to give proper expression, develop the thought by a few questions. If any figures of speech occur, lead the pupil to unravel the thought.

After the reading, pupils take their slates and the teacher dictates twelve or fifteen words. All the pupils, except the one at the head of the class, exchange slates. This one arises, spells the words, and the rest mark all mistakes. Each pupil will write his misspelled words in a blank book, which will be reviewed at the proper time. C. H. M.

MISS WHITE'S CLASS IN ENGLISH HISTORY.
II.

BY SARAH L. ARNOLD, Middleboro, Mass.

A committee chosen by the class, and Miss White, were provided with blank-books for taking notes. Each question that could not be fully answered by the class was noted in the books, and after school Miss White told the committee where to look for answers. They felt honored by the responsibility placed upon them, and seldom failed to present the books next day with neatly-written notes upon the various subjects. The books made an excellent record of the work done by the class outside of the text-book, and were often referred to by the whole class.

In this way they studied about the Angles and Saxons, first in their home beyond the seas, then following them in their rough piratical cruising along the British coast, with them beating back the northern enemy, and making easy conquest of Britain itself. The boys liked this; and the girls brought descriptions of the Saxon homes, their ships and banners, and of the changes that made Britain Angle-Land.

They garnered many a lesson from the life of the great Saxon king, and willing hands and eyes sought in the library and at home for stories of his work in the camp, the battle field, in the courts, and in the schools. And there needed no application of the moral when they recited together his words: "While I have lived I have striven to live worthily."

So the lessons went on, and the questions were no longer "What is the use?" but "What can I find?" At Miss White's request a table was placed in the room, and upon it were put an atlas, text-books in history, newspaper clippings, library books with slips, marking the chapters that told of the lesson, and Miss White's scrap-book. At recess and intermission the table was sur-

rounded, and pupils sat about it in study-hours to find for themselves something outside the book. The text-book was carefully used: it furnished the framework which they covered. The topics and questions for each day were written upon the board, copied in the note-books, and answered first by reference to the text; then the outside work was added.

The few most important dates, such as the time of the Roman Invasion, the Saxon Coming, the Norman Conquest, the Great Charter, the Reformation, were kept always upon the board, and a few questions each day fixed them in the mind of the class. These were used, not as isolated facts, but as centers about which clustered the other events of the history. The work was made sure, and the important points emphasized, by short daily reviews.

The advance work, so-called, was finished in three-fourths of the time allotted to their work in history, and the last fourth was spent in general reviews. Then there were enthusiastic hours in the history class. They reviewed first by houses, giving a written synopsis of the events associated with each house, with the sovereigns, foreign and domestic policy, constitutional change, and noted men of each period. Again by wars, when the cause, time, parties, leaders, decisive battles, and results of each were briefly sketched in turn. Careful thought was given to the growth of the constitution and the steps on the way to liberty. Reviews were given that had special reference to the History of the United States, and our institutions as outgrowths of the struggles that took place in the mother-country.

Sometimes Miss White selected important topics, writing them upon slips of paper which she distributed in the class. Then they were allowed three minutes in which to write three definite statements upon that topic. These statements were read, commented upon, and supplemented by the class. Written questions, drawn by the pupils, made a pleasant review. Miss White wrote upon cards the names of noted statesmen, generals, or authors, and every pupil prepared for his next lesson a short account of the life of the person whose name had been given him. This gave individual responsibility to each member of the class, and stimulated him to prepare a paper that would interest them all.

Names of places were used in the same way. They had history matches, when each in turn was required to state some event or truth of English history, taking his seat as soon as he gave an incorrect statement, or failed to give any. The one who stood the longest was decorated with a ribbon badge.

A bright, quick exercise was one which they termed "Beheading." The pupils wrote upon long slips of paper a sentence stating some fact they had learned. Then these sentences were beheaded, the scissors playing the part of executioner, and severing subject from predicate. The subjects were put into one hat, the predicates into another. Each drew a slip from the subject hat, and supplied a suitable predicate. Then the predicate hat was passed, and fitting subjects were made for the predicates.

The teacher found the class able to talk with better understanding of the early events when viewed in the light of their effects in the later centuries; so the review seemed almost a new work. By this time, too, they had learned where to look for information, and each lesson showed better thought and wider research than those which had come before. Every day found some of the history class taking notes in the library or at the reading table, which their subscriptions had supplied with books of reference.

When, at the end of the term, the class handed to the examining committee an excellent set of papers, Miss White felt them to be, not the chief end of their work, but a token of the larger results they had gained in improved habits of study and expression, deeper interest in the world's life, greater love of good reading, and better judgment in choosing what they should read. Her greatest encouragement and reward came when the group that gathered about her desk on the last day of school, talking of the year's work, echoed the thought of one who said: "But this is not the end. We haven't finished English History, Miss White."

A FEW NEW DEFINITIONS.

Prohibition.—A policy proposed by temperance men in order to secure free rum.

Fanaticism.—Objection to High License.

Rum-sellers.—Public benefactors.

Maine.—A state of lunatics.

New York City.—An example of the best sort of prohibition.

CURRENT THOUGHT.

NOTE:—The remainder of the report of the Club discussion will be given next week. It will contain some very spicy criticisms.

THERE is no reason whatever why any one should be carried free over a railroad any more than why he should be boarded and lodged free at a hotel, drive free in public carriages, or order goods without paying for them in shops. Yet, and especially in the west, things are getting to such a pass that no man who has money or official position or influence—especially newspaper or political influence—thinks he ought to pay anything for riding on a railroad.—CHARLES FRANCIS ADAMS, Jr.

A teacher should regularly read some standard educational paper or magazine; because teaching is a science, and all science demands study. The best teachers are constantly discovering new and improved methods of teaching, and the best editors publish them when discovered.—WM. M. GIFFIN.

WE seem to have fallen under the reign of turtle-doves. The time of the singing of birds has come. The atmosphere grows heavy with voluptuous perfumes. Is this a case of sporadic morals? or is it a straw which shows that a tainted and pestilent wind is blowing over the land.—AUSTIN PHELPS.

PRESIDENT ELIOT, of Harvard, is reported as saying, in substance, that it were a great loss to the country if the ten bright boys in a school were kept back by the ninety dull ones.

THE theory of writing and how it should be taught, can be acquired by study, but skill can only be gained by properly directed practice, or by repetition of the act.

There is nothing in writing which is so little understood by the beginner as correct penholding, finger and arm rests, and the different movements.—Penman's Art Journal.

WHEN the limit of sharp attention and lively interest is reached, you have reached the limit of profitable study. If you can hold the attention of a class but ten minutes, it is worse than a waste of time to make the exercise fifteen. Intellectual growth is not to be gauged by the length or number of the daily lessons.—DR. C. M. WOODWARD.

THE following are the results obtained from teaching by nature's methods:

1. The child gains power to see and do for himself, according to his needs and age.
2. The knowledge acquired will be accurate and perfect, he will be confident of his power, and able to teach himself.
3. He can apply his knowledge to the practical affairs of life.—SUPT. MELENY, Paterson, N. J.

I WOULD like to see every Republican in the House vote solidly against the tariff bill.—SENATOR EVARTS.

EVERY intelligent observer knows that teachers who read a good educational journal are capable of doing much better work than those who do not, and, consequently, are worth far more to their employers. Such teachers have clearer views, and their horizon is constantly widening. Reading keeps them in a receptive condition, and they are always ready to profit by the experience of others. Institutes and associations are their delight, and they are the most earnest supporters of well considered plans for the improvement of the schools.—HON. SANFORD NILES, Editor School Education.

It is an astonishing thing, which most financial scholars fail to keep in remembrance, that the price of gold in greenbacks was not the highest when Lee was in Pennsylvania and when Grant was between two hostile armies at Vicksburg. Gold was then about 150. But when Vicksburg had been taken, when Atlanta had fallen, when the Confederacy had been cut in two, and Richmond and Petersburg were in a state of siege, then—gold was 250.—The Current.

"I HAVE seven years in the record of my own life when I was hem'd in the iron grasp of intemperance. I would give the world to blot it out; but, alas! I cannot," was a sentence spoken by Mr. John B. Gough at his last public lecture. Then stepping forward with an impressive gesture he added: "Therefore, young men, make your record—," and was silenced by paralysis. This was the last.

ALL the great minds and consciences, all the great actors upon the scene of things, have been men always able to dispense with their quiet ease, give themselves labor, take up drudgery with a cheerful mind, and so conquer the difficulties before them. Life is a battle, and conquest will remain only with those who have the vigor for victory.—DR. J. MARTINEAU.

EXAMINATIONS are necessary, and it would be unwise either to exclude them or to make them less rigid because they may be and are so often abused by the narrow-minded. But to include in a final examination all the studies of two years, and force the students and teachers to take up quite a large portion of the graduating year in fortifying themselves for such an examination, not so much by thoughtful study and teaching as by a forced method of retaining in the memory an infinity of detail to meet the anticipated assault of four critical examiners—this was thought to be unnecessary; and it was felt that much of

the time thus spent could be better applied to more thorough and broader professional work; thus giving opportunity for a careful and analytical study of the whole history of education.—Penn. School Journal.

"I BELIEVE," said a veteran schoolmaster, addressing a meeting of fellow teachers, "in writing incorrect sentences upon the blackboard. I would keep them ever before my pupils; I would let them gaze at them, read and study them until they are stamped into their minds, for," rising like the crippled Wegg into poetry,

"Vice is a monster of such hideous mien,
To be hated needs but to be seen,"

Then, with arm poised in mid-air, he paused, while his audience finished the stanza for him,

"But seen too oft, familiar with its face,
We first endure, then pity, then embrace."

amid great applause and laughter.—Practical Teacher.

READING CIRCLES.

The Education of Man, by Friederick Froebel, translated by Josephine Jarvis, was criticised in the December number of the American Teacher. The critic handles the translation rather ungenerously saying that "whenever the translation is in the least involved or seems obscure" the reader should not hold Froebel responsible and should not quote Froebel's "Education of Man" but Miss Jarvis' translation. Nevertheless it is a well-known fact that Froebel's language in the original German idiom is anything but clear throughout, and that it is most decidedly involved and obscure in many places. Every original mind creating new ideas and a new method of science will create his own peculiar expressions and phrases—witness the German philosopher Hegel. Anyone beginning the study of Hegel's philosophy is compelled to spend a great deal of time upon the preliminary task of mastering Hegel's terminology. It is similar with Froebel, and, I may say to so great an extent that there are a great many native-born Germans who will never succeed in getting accustomed to Froebel's peculiar diction. How much more difficult must it be to an American to master that peculiar author. When, therefore, a lady, who like Miss Jarvis is engaged in the daily duties of a Kindergarten establishment and who prepares for those duties with a love of the work and an assiduity peculiarly her own, and who, in addition to all this, will find time to teach Froebel's system at public schools from no other inducement but the love of the work—when, I say, that lady has employed her spare time for years in translating some of Froebel's works into the English idiom, it is, to say the least, not generous to step forward and find fault where, surely the work should find encouragement and be welcomed, if for no other reason, for the fact that it is the first succinct attempt at rendering the great master of infant education accessible to all those Americans who are not able to study the original in his most difficult and most weighty philosophical essays. I maintain that the translation is a success to an extent sufficiently great to enable any student of the kindergarten system, be it a kindergarten, a teacher, or a mother, to understand the full theory developed by Froebel in his "Education of Man," to follow that profound thinker in his original ideas and disquisitions, to fully penetrate the philosophical basis of the system, and to miss, or misapprehend but very few of the master's teachings. In a word, I consider the translation good enough to entirely subserve its end which is to be the foundation of a successful study of the Froebel system, that is, of the educational system of the future.

I do not mean to say that the translation is faultless. But what translation is, or ever was, free of faults? The critic's quotations from the translation, though not exactly corresponding with the original, are sufficiently clear to be completely understood. They are so near to the spirit of Froebel that they do not "mislead" and do not "lift the reader into a mist" unless, indeed, the reader be of that class to whom Froebel himself might appear misty. The translation, therefore, is decidedly not "a failure," neither does it prove "the translator's ignorance of Froebel's idiom." All that can be said against it is, that it is not perfect and that the publisher may, with advantage, write the translator to "subject the book to a thorough revision, before printing a second edition," as the critic suggests. Such revision is advisable under any circumstances and with any book even though it may, like Miss Jarvis' translation, be clear and readable enough to serve its purpose to the full extent.

The critic further suggests in a second edition to omit pages 160-268. The pages contain the application of the

theory to the several branches of education; that is, that portion of the work most valuable to the teachers of a practical people like the American. To omit that portion would be to divest Froebel's great fundamental work of its most useful features. Is the critic above accepting Froebel's hints how to practically apply his theories? Or does he want to intimate that he or, for that matter, any other American kindergartner has already so far outstepped Froebel's practical achievements as to be able to dispense with Froebel's guidance in the daily work of education? I confess I do not see how to reconcile that suggestion of the critic with a desire to practically benefit the kindergarten movement.

I do not believe that Miss Peabody would have withheld her preface if she had "critically compared the translation with the original," and I do not think the critic believed it when writing the above words, for the mentioning of the previous translation of the "Mutter und Hosen Lieder" by Miss Jarvis, which translation Miss Peabody most likely had before her when writing, must have convinced the critic, as every reader of the preface, that Miss Peabody was fully aware of what she was doing when she wrote that preface. And I herewith join Miss Peabody in recommending Miss Jarvis' translation to every student of the Froebel system with full knowledge of its merits and the conviction that its perusal will prove most useful.

GENERAL EXERCISES.

GOLDEN THOUGHTS.

Men of thought and men of action,
Clear the way!
Lo! the cloud's about to vanish
From the day;
And a brazen wrong to crumble
Into clay.
Lo! the Right's about to conquer,
Clear the way.

—CHARLES MACKEY.

With the light shall many more
Enter, smiling, at the door;
With the giant wrong shall fall
Many others, great and small.

—CHARLES MACKEY.

Have faith in one another,
When ye meet in friendship's name,
For the true friend is a brother,
And his heart should throb the same.

—J. E. CARPENTER.

Because you flourish in worldly affairs
Don't be haughty and put on airs,
With insolent pride of station!
Don't be proud and turn up your nose
At poorer people in plainer clothes,
But learn, for the sake of your soul's repose,
That wealth's a bubble that comes—and goes;
And that all proud flesh, wherever it grows,
Is subject to irritation.

—J. G. SAXE.

Have faith in one another
For should doubt alone incline,
It would make the world a desert,
Where the sun would never shine.

—J. E. CARPENTER.

I thank my God for my humility.

King Richard III.

I do beseech you, either not believe
The envious slanders of her false accusers;
Or, if she be accused on true report,
Bear with her weakness.

King Richard III.

God made the earth for man his wants to cherish,
For man made He all living things to grow!
Nor man made He amid the crowd to perish:
To lands of boundless space then let us go!

The Emigrant to his Wife.

Have faith in one another,
And let honor be your guide,
And let truth alone be spoken
Whatever may betide.

J. E. CARPENTER.

HINTS FOR PICTURE LESS'NS.



1. DRAWING. One pupil draws a picture on the board, others copy on slates or paper.

2. CONVERSATION. (a.) Each pupil makes a statement about the picture, no two saying the same thing. (b.) Pupils are called upon to give complete answers to series of questions asked by teacher, which form a story.

3. WRITING AND COMPOSITION. (a.) Give a title to the picture and write a description. (b.) Write a story suggested by the picture.



A QUESTION STORY.

The answers to the following questions will bring out a story, which the pupils will greatly enjoy making.

- What is this boy's name?
- What is the dog's name?
- How old is Rover? (Substitute the names the children give to the boy and dog.)
- Where did Tom get him?
- Why does Rover like Tom?
- What did Rover once do for Tom?
- What did Tom say about it?
- Where are they now going?
- Why is Rover glad?
- What is Tom saying to him?
- What does Tom tell his mother when they get home?
- What does she say?
- What does Tom's sister say?
- What does Rover do?

STORIES FOR REPRODUCTION.

TWO UNSELFISH BROTHERS.

Two brothers once owned a wheat field. One was not very strong, the other had a large family. One evening during the harvest, while the shocks of grain still stood in the field, the elder brother said to his wife: "My younger brother is unable to bear the burden and heat of the day; I will arise, take of my shocks, and place them with his without his knowledge." The same night the younger brother said to himself: "My elder brother has a family and I have none; I will arise, take of my shocks, and place them with his without his knowledge." The next morning both were surprised to find their stores were undiminished. They did the same thing for three successive nights, wondering more and more why they had the same number in the morning as ever. On the fourth night the elder brother went out to carry the shocks a little later than he had before, and the younger brother a little earlier, and each met the other half way with arms full. This field, made hallowed by such a transaction of unselfishness and brotherly kindness, was the spot chosen for the site of the great Temple of Solomon, which for years was the wonder and admiration of the world.

A REAL LADY.

A poor, deformed boy was once passing along the street with his arms full of bundles. Suddenly he stumbled, one of the bundles dropped, the paper broke, and a string of sausages rolled on the sidewalk. The boy stooped to pick up the sausages and another bundle dropped. A couple of richly dressed ladies (?) held their skirts back as they passed and laughed. This embarrassed the boy still more and he dropped another parcel. A bright-faced young lady stepped up and said, "Let me hold those other bundles while you pick up what you have lost." The boy looked up in astonishment, handed her all his bundles, and secured his sausages. When he had tied them up again in the coarse, torn paper she placed the parcels in his arms, smiled, and said, "I hope you haven't far to go?" The boy looked at her with a vacant stare and said, "Be you a lady?" "I hope so; I try to be," she answered in surprise. "I was kind of hoping you wasn't," he said. "Why?" she asked, still more surprised. "Cause," he said, "I've seen them as called themselves ladies, but they never spoke kind and pleasant to me. I guess there's two kinds—them as thinks they is and isn't, and them as tries to be and is."

THE MOUSE TOWER ON THE RHINE.

One year the crops of Germany failed, and the poor people were starving. The rich bishop Hatto had bought up large quantities of grain, which he kept stored in graneries, waiting for the price to rise still higher, so that he might make a great fortune in selling it. In vain the people begged him to sell to them. He still held on. At last he heard that the peasants, maddened by hunger, were going to collect a large force and break open his graneries. He sent word to them that if they would come at a certain time he would give them all they could carry. A great crowd gathered on the day appointed, and were told to go inside and help themselves. When they were all in the bishop ordered his servants to fasten the doors and set fire to the building. They did so, and the poor people were burned to death. The next day, as the bishop looked out of the window of his palace, he saw a great army of rats approaching. Nothing would keep them back. In terror he fled to a strong, high tower on an island in the Rhine. But the rats followed him, swam the river, climbed the walls of the tower, gnawed their way into his room and devoured him. This, it is said, is why the building is called "The Mouse Tower on the Rhine."

HOW A BOW WAS REWARDED.

A German pastry-cook was once traveling through Turkey on foot. One day the Sultan drove past and the German, taking off his hat, bowed very vigorously. The Sultan did not understand his salutation, and sent his servant back to inquire what the man meant by such actions. The German explained that in his country people always bowed very respectfully to their sovereign. This explanation pleased the Sultan, and he ordered the German to wash and dress himself up and come to the palace the next day. He did so, and the Sultan asked what his business was. He replied that he was a confectioner. The Sultan engaged him right away at a large salary to make the pies and cakes for the royal table. The next day he was so pleased with the dishes his new pastry-cook sent up that he doubled his salary and gave him a permanent place in his household.

A GOVERNOR AND A BABY.

On a railroad train one hot day was a poor, tired mother and a sick, fretful baby. The child cried, and the mother talked to it and sung to it till the passengers were all cross and nervous. The mother noticed their disturbed looks and tried harder than ever to quiet the child. At last a gentleman arose, went over to the mother, and in a very kind and respectful manner asked permission to relieve her of the baby for a little while. Taking it in his arms he walked back and forth the whole length of the car "talking baby talk" and amusing the little one until it went to sleep. Then he handed it to the mother and quietly took his seat. The mortification of the passengers at their selfish fretfulness was still more increased when it was whispered that the kind-hearted old gentleman was the Governor of Georgia.

A SUNSTRUCK BIRD.

Last summer a bird fell from a tree in West Forty-seventh street, New York city, during the hottest part of a July day, and lay, panting and faint, on the sidewalk, overcome by the heat. A little boy, who was playing with some companions near by, saw the bird fall, and ran and picked it up. He took it to a shady spot, laid it carefully down, got a fan, and fanned it until it showed signs of returning life. After a while, with a shrill chirp, as if to express its gratitude to its deliverer, it spread its wings and flew away.

NOTE.—These stories are well adapted to the culture of the ethical emotions. Before reading them give the pupils permission to talk or ask questions about them immediately after the reading. They will be quite sure to express opinions that will enforce the morals more abidingly than the teacher could by pointing them out and talking about them himself. If a good opportunity for a clinching word occurs, however, and the teacher is able to say it forcibly, let it be said by all means.

THE THINGS OF TO-DAY.

It has been surmised by some men of science that the climate of Europe is changing for the worse, and that an approach to glacial conditions may be expected in a few centuries. The present state of the temperature in England and on the Continent almost warrants a suspicion that the predicted change is setting in already.

A resolution condemning the Government for hanging Riel was debated in Dominion Parliament.

The eldest son of the Shah of Persia is making a tour through Europe.

A great strike was ordered by the Knights of Labor on the Southwestern railroad west of the Missouri River, known as the Gould Southwest System. All transit was entirely suspended on six thousand miles of road, except of mail trains; these were run by operatives of the company. No violence was offered to any property of the corporation, but as at least three-quarters of the employees belong to the organization, the strike had the effect to put an end to all work on the roads; and the two or three thousand men who do not belong to the Knights of Labor are said by the papers to sympathize with them.

The Blair bill, providing national aid for public education in the States, has passed the United States Senate, though we believe the majority in favor of it is less than last year; its fate is doubtful in the House, and it is an open secret that the Administration is opposed to it, though Mr. Cleveland, who draws very sharply the lines between the Executive and the Legislative Departments, has exerted no open influence against it.

The United States Senate has passed without a division a bill appropriating \$250,000 to build a national monument to General Grant in Washington. No one will grudge the money, though not a few will agree with one Senator who objected that no fitting monument had ever been erected to Abraham Lincoln, and some will perhaps agree with us in thinking that a library, a museum, or some other useful institution would be a more fitting monument than a mere block of stone.

M. de Lesseps has been making a visit of inspection to the Panama Canal. He is reported to be sanguine of final success, though the facts which the American correspondents give to the public do not furnish much basis for his hopes. According to the *Herald* correspondent, \$100,000,000 have already been spent, and not more than one-tenth of the work is completed. The promise to have the canal ready for use in 1889 is apparently entirely hopeless of fulfillment.

Texas celebrated last week the fiftieth anniversary of her declaration of independence.

The Pension bill passed the House last Thursday by a vote of 241 to 1.

A motion to expel the French Princes was lost in the Chamber of Deputies by a vote of 176 to 345.

Senator John F. Miller, of California, died in Washington on Monday of this week.

Senator Wilson's bill to double postage on fourth-class matter meets with much opposition.

Senator Dawes's bill for allotting lands to Indians is feverishly has passed the Senate.

Brigadier-General A. H. Terry has been nominated to fill the vacancy created by the death of General Hancock.

The sinking of the renowned Cunard steamer *Oregon* Sunday morning about fifteen miles east of Fire Island is the most startling event, unattended by the loss of life, in recent shipwreck annals. The full explanation of the cause of the collision and the failure of the *Oregon's* bulkheads to keep her afloat cannot be given at the present moment. The powerful steamer when disaster overtook her was almost in sight of her port. The schooner by which she was struck has not been heard from. It is not known whether she was sunk or has escaped.

The country owes a debt of gratitude to Mr. Bland, whose buncombe resolution of inquiry has drawn from Secretary Manning so lucid and sound an exposition of the Silver policy he has pursued, as well as some shrewd recommendations on the policy to be followed if we would have a true bi-metallic currency. The reply shows Mr. Manning to be an exceedingly able man, well fitted for the position he occupies. He shows by unanswerable arguments, supported by plenty of hard facts, that unless we suspend the coinage of the silver dollar we are certain completely to derange our financial system.

It is now announced that about the 1st of April Mr. Gladstone will introduce his comprehensive bill for the solution of the Irish land question and Home Rule. The measures will be inseparably united.

The immigration to this country, as shown by the records of this port, manifests a great falling-off for 1885. In 1884 there were 351,702 foreigners landed here, but last year the number was only 291,066. This is the smallest number since 1879.

The despatch of the Chinese Minister at Washington to Secretary Bayard demanding, in the name of his Emperor, punishment of the persecutors of Chinese residents in Wyoming Territory, and indemnity for the murders, robberies, and arson perpetrated there, is a very strong document by reason of its perfect temperance. In the diplomatic records of our Government there are few papers which equal it in the combination of courtesy of style with firmness of substance. The Golden Rule, which is common to the religions of Confucius and Christ, and was expressly incorporated into our early treaties with China, is reiterated throughout the despatch as the principle justifying the demand, with a solemnity which would not be devoid of sarcasm if humor were the subject less serious. Every good citizen of the United States must read the record of our recent persecution of the Chinese with shame, and if he would comprehend the feelings with which they will be read by Chinamen let him think what his own would be were the record one of offending Americans wantonly plundered and murdered with fire and sword of China.

EDUCATIONAL NOTES.

CONNECTICUT.

The state normal school at New Britain has been making quite extensive improvements during the year. The practice department now numbers eleven rooms, in which every grade of teaching is represented, from the kindergarten to the high school. There are about six hundred children in the department, under the management of C. F. Carroll, who is energetic and efficient. It was started about two and a half years ago, when there were less than one hundred students in the school, whereas now there are nearly two hundred in attendance. There is a constant demand for the teachers, especially in lower grade work, and the supply is far short of the demand. The term "methods" are not tolerated in the school. Each graduate retains his or her individuality copying nothing.

ILLINOIS.

Miss Belle Thomas, of the Cook County Normal School, has so arranged her work there that she can accept a few engagements for institute work during the coming season. Her methods of conducting institute work has received the sanction of the best educational men wherever she has been.

INDIANA.

The regular examinations of St. Joseph's Co. will be held at South Bend, on March 27, April 24, May 20, June 26, July 31. Examinations for state certificates will also be held March 27, and April 24.

IOWA.

A normal institute will be held at Rockford, Floyd County, March 29-April 9. Profs. J. C. Yocum, of Charles City; Samuel Calvin, of Iowa City; C. C. Hopkins, of Nora Springs; and F. L. Coombs have been engaged as instructors. Prof. Calvin will give special attention to the effects of alcoholic drinks.

KANSAS.

The *Herald Tribune* of Laurence, speaks very highly of the work of Prof. Stanley, superintendent of the schools of that city. It says that they are well managed, and the pupils making rapid progress. It also suggests that the parents, especially those who are disposed to find fault with the management of the schools, should visit them occasionally. The teachers justly complain that they are very seldom visited by the parents of the children under their instruction. The average parent could hardly tell what the inside of a modern school-house looks like, they never having been inside of one. Every parent who has children attending the public schools should make it a point to visit the school where his or her children are being educated at least once a year.

KENTUCKY.

Prof. W. T. Noss, principal of Woodstock schools, assisted by Prof. J. Monroe Hottell, A.M., of Mt. Calvary school, and others, will conduct a ten-week normal at Woodstock, beginning April 12.—The Shenandoah County Teachers' Institute had a very pleasant and instructive session, Jan. 14-15. The people of the county town, and Woodstock manifested much interest in the proceedings.

LOUISIANA.

According to the report of Hon. Warren Easton, the state superintendent of education of Louisiana, forty-nine per cent. of the inhabitants over ten years of age can neither read nor write. Of the colored population alone, seventy-nine per cent. are illiterate. The superintendent says the education of these people is too great a task for the state to undertake, and appeals for the passage of the Blair bill in order that the state may be aided in the work, out of the national treasury.

MARYLAND.

Mr. James A. Diffenbaugh, of Carroll County, is organizing reading circles throughout his county, and doing all that he can for the improvement of his teachers.

MINNESOTA.

The McLeod County Teachers' Institute will be held at Hutchinson, April 5-9, under charge of L. P. Harrington, county superintendent.

One of the special features of the St. Cloud Normal School is a strictly Professional Course for those who are qualified in the academic studies. It is designed to train the graduates of high schools and colleges for the work of teaching. The course can be completed in one year.

Supt. D. P. Sackett, of Martin County, will hold an institute at Fairmont, April 19-23. It will be organized for both elementary and advanced methods.

During the month of March state institutes will be held as follows:

Date.	Place.	Co. Supt.	Instructors.
March 1,	Cambridge,	Chas. Booth,	Miss S. E. Sprague, Mrs. E. K. Jacques.
March 8,	Plainview,	Scott A. Foster,	T. H. Kirk, S. E. Sprague.
March 8,	St. Cloud,	Henry Krebs,	T. J. McCleary, W. F. Rocheleau.
March 8,	Le Sueur,	H. E. Gibbon,	S. Niles, E. K. Jacques.
March 15,	Preston,	John Brady,	T. H. Kirk, C. W. G. Hyde.
March 15,	Alexandria,	W. H. Sanders,	J. T. McCleary, S. E. Sprague.
March 22,	Marshall,	L. A. Gregg,	T. H. Kirk, S. Niles.
March 22,	Excelsior,	W. W. Wnman,	W. W. Pendergast, S. E. Sprague.
March 22,	Glenwood,	J. Crozier,	J. T. McCleary.
March 22,	Morris,	J. A. Johnson,	C. W. G. Hyde, E. K. Jacques.
March 29,	Austin,	C. D. Belden,	S. E. Sprague, S. Niles.
March 29,	Worthington,	A. Campbell,	C. W. G. Hyde, E. K. Jacques.
March 29,	Redwood Falls,	R. L. Marshman,	J. T. McCleary, W. W. Pendergast.
March 29,	Ortonville,	W. R. Brown,	T. H. Kirk, M. F. Varney.

Mr. Charles Berry, of New Ulm, is to read a paper on The Proper Construction of School Buildings at the next annual meeting of the Medical Association of the state. Any facts relat-

ing to the sanitary defects of school buildings will assist him in his work, and be thankfully received.

Supt. A. M. Sperry, of Kasson, conducts an excellent educational department in the *Express*, published in his county. His columns are filled with excellent original and selected material. It is his custom to publish notes concerning the schools he visits. Here is one showing how some of his teachers are doing. It is concerning the school at Claremont:

Both departments are made attractive by the simple adornment of walls otherwise severely plain, the general neatness of the rooms, and by a simple reading table and reference library. A common cloak recess has been turned into a cozy corner for the reception of books, wash-stand, and the pupils' handiwork. There is a spirit of prompt obedience on the part of the pupils and the apparent sympathy of the teachers with them that is refreshing. Results in such a school cannot fail of being of permanent value. Here, too, may be seen a beginning in manual training, and the adaptation of the kindergarten ideas.

NEW YORK.

The Queens County Teachers' Association will hold its next meeting at Flushing, March 26-27.

Supt. Gould, of Long Island City, presented his annual report to the board, Jan. 12. It contains some very interesting features, of which the following are a few:

Many of our young teachers learn to do good practical work in accordance with modern methods, sooner than teachers who have had long experience in "keeping school." After getting into ruts it is very slow and difficult work for some teachers to get out.

Four years ago, I recommended that a teachers' association be formed, in order that methods of instruction could be presented and discussed for the benefit of our schools. At a meeting of the Board in May of last year, a resolution offered by Commissioner Bartow was adopted, requiring all teachers in the employ of the Board to meet the superintendent at least once each month for the purpose of improving the methods of instruction in our schools. Six meetings have been held, and the results are plainly seen in the school work.

In 1881, only five or six of our teachers were subscribers of educational papers. At this time, there are at least fifty teachers who are subscribers and readers of educational journals.

During the last year a trial has been made of the "no recess plan." In my opinion, it has proved here, as elsewhere, a complete success; therefore, I recommend that the sessions in our schools be allowed to remain as at present.

The importance of habits of industry and economy should be instilled in the minds of our youth by parents and teachers, but the time has not arrived when we ought, or can, in my opinion, turn our schools into workshops or other places of business and use the public school moneys in payment of the expenses incurred by so doing.

In the early part of the past year a pamphlet was received from the Educational Department at Washington, giving a description of the "Penny Savings Banks" as conducted in connection with some of the schools in Europe. This was turned over to the commissioner of the Third Ward, who immediately requested the teachers of that ward to collect money each week from the pupils and deposit the same in the Long Island City Savings Bank to their credit. About one thousand dollars have been collected and deposited in this way. The children of one family have deposited \$106 of that amount. It is surely very convenient for the people, and in many cases beneficial to the children, but thus far time and money have been used without any authority from the Board of Education.

The Westchester County Teachers' Association was held at Mount Vernon, Feb. 27. The first paper read by Principal John Millar, of Mount Kisco, was on "The Aim and Scope of Teachers' Associations." He was in favor of more class work in the associations. He would combine practical objective work with essays, discussions, etc. Commissioners Sandford and Lockwood, and Principals Devlin, Taylor, Barnett, Drummond, Tice, Hill, and Dumont participated. A committee was appointed by President Young, to draft a resolution expressive of the views of the association as to the election of a purely educational man for office of superintendent of public instruction. Prin. Drummond, of Port Chester, read a paper on "Why Study Arithmetic Ten Years?" The leading idea was that too much time is given by many to this study, and that much that is abstract rather than practical should be eliminated from our schools, particularly in case of those who never intend to go into other than the public schools. He would have such, thoroughly grounded in all the rudiments—all that is fundamental, and all that is usually required in the life of the average man of business. Principal Chas. C. Holden, of Rye, read a paper on "English Grammar," which was not reported by the county paper "because it did not accord with the views of the reporter." (1) Miss Mary Horan gave a class exercise.

The spring term of the Parish Union Free School begins March 29, to continue till June 25. O. W. Bugbee is principal, assisted by an able faculty.—A special meeting of the Queens County Teachers' Association was held at College City. A lecture on Penmanship was given by Professor Pearce. After the lecture, the question of the advisability of having a paid entertainment for the building fund was considered.—Commissioner Wm. H. Everett, of Jefferson County, has contributed a letter to the Watertown Times in favor of the increased appropriation for school purposes.

RHODE ISLAND.

Supt. Tarbell, of Providence, is making many needed changes in his schools, with the full sympathy of the teachers.—Supt. Pease, of Pawtucket, has the hearty co-operation of the teachers in his work of introducing the new methods.—Supt. Ackley, of Warren, is in full sympathy with the new methods of teaching and is introducing them as fast as expedient.—Supt. Reynolds, of Bristol, in his report of last year on the subject of correct use of language in the lower schools, says:

"This is a point in which, I think, there is a chance for improvement. There are a few common expressions which a large part of the scholars invariably use that are very ungrammatical. I refer especially to the use of the double negative, and to the misuse of the nominative and objective. Two years, near the close of the school life of a large majority, spent in parsing, analyzing, and diagramming sentences will not remedy this evil. The scholar at that time may know the reason why it is not right, but he has formed the habit of speaking incorrectly and it is hard to break it up. These few common cases should be pounded into the little children, and continued through their school life. It can be done with care, but it will have to be a continued ding, ding, ding. It is not necessary for them to know the reason, but simply to know which is right and which is wrong."

TENNESSEE.

The teachers of Nashville have established a teachers' library in the city. Each member contributes \$1.00.—Miss Panthea McClain, principal of Ward's Seminary, has been obliged to go to Texas for the improvement of her health.—The medical department of the Central Tennessee college held their tenth annual commencement exercises, Feb. 25.—The teachers of Davidson County have organized an association which meets the fourth Saturday in every month for the discussion of methods and principles.

WEST VIRGINIA.

The West Union Graded School closes April 13. The new principal, Charles C. Showalter, has improved the school greatly, as well as being influential in the organization of district institutes. We have many active workers and many drones. Mr. Showalter will teach a normal term here, for the benefit of teachers and advanced students.

PERSONAL.

GOV. ROBINSON, of Massachusetts, has advised the newspaper men of his state to abandon editorials and to devote their papers to the publication of news exclusively. Governor Robinson is probably striving to catch the reportorial vote.

GEORGE W. Cable having found public readings of his published novels profitable, is now reading an unpublished one in Boston.

GEORGE BAKER, the dramatist, is now writing a play which he hopes shall prove his most important contribution to American dramatic literature.

GENERAL LOGAN in his book "The Great Conspiracy," tells of a conversation he and Mr. Lovejoy had with Mr. Lincoln at the outbreak of the war, in which the President, on being urged to put down the rebellion at any cost, remarked: "As the country has placed me at the helm of the ship, I'll try to steer her through."

SHINKICHI SHIGEMI is a Japanese boy, who began his English education in the Doshisha training school at Kioto, and a little more than a year ago came entirely alone, on a Chinese tea steamer, and made his way across the Continent to New Haven for the purpose of getting a Yale College education. He entered the scientific school and by faithful application has won the confidence and respect of the faculty and all who know him. He worked last summer on a farm at Ryegate, Vt., and hopes to find a similar place the coming summer, where he can earn something toward his expenses. He has received help from many sympathizing friends, and certainly a boy of such pluck ought to be helped.—Springfield Union.

EX-SUPERINTENDENT C. B. TOMPKINS, of Elmira, N. Y., is now engaged in the introduction of the Rutten-Smead system of warming and ventilation in Pennsylvania school buildings.

DR. CARROLL CUTLER, who because of poor health has just resigned the presidency of Adelbert College (Western Reserve), will be remembered for having in his inaugural address in 1872 announced the opening of the institution to women on an equality with men.

NEW YORK CITY.

The startling decrease in the numbers of many of our birds has aroused a recognition of the necessity for decided effort in their behalf, and the American Ornithologists' Union has organized a movement for the formation of bird protective associations and anti-bird-wearing leagues, and are considering the best means looking to the enforcement of bird protective statutes. It extends the promise of its hearty co-operation to all persons or societies who may be interested in the protection of our birds. The headquarters of the Union are at the American Museum of Natural History, Central Park, New York City, where any of the members may be addressed.

New York City has 301 public schools and 194,822 pupils; largest number present in one month last year was 145,511; average attendance, 134,227; year's increase in grammar and primary pupils, nearly 10,000; teachers, 3,748; truants, found, 1,813—of whom 1,518 were returned to the schools. In three wards nearly 98 per cent., between the ages of eight and fourteen, attended school, but in the entire city there are 8,000 or more of school age, for whom there is no room in the present school buildings.

Joseph C. Headrix recently said in the *Brooklyn Magazine*: "It is a curious fact that many city boys reach the end of the school-course without being able to tell what a monkey-wrench is, or describe a cross-cut saw, or define the uses of a turning-lathe, while a piston, a steam-box, or a throttle-valve are all far beyond their ken. They can, however, tell the number of elementary sounds in the language and the significance of the whole cluster of diacritical marks, all of which soon fade out of their mind. . . . In the limited time that the State has the privilege of teaching children in the Twelfth Ward it seems absurd to proceed with them with the circumstance that marks the work in the schools on the Hill, where the children will stay twice as long. Yet this is the present system. To change it means the risk of a demagogic cry of one school for the rich and another cry of one school for the poor. Accordingly, the poor suffer. Some liberty should be allowed to a principal to suit the education he directs to the necessities of those under his care, that the boy who must be bread-winning at twelve shall not be despoiled of valuable time in ascertaining to a shade the fourteen sounds of the vowel A."

Rev. Dr. Vincent, chancellor of Chautauqua University, will deliver the address of the Packard College Commencement at the Academy of Music, Thursday evening, March 11, on "The True Education." There will be over eighty graduates, a large number of whom are ladies.

The School Trustees of the First Ward shouldered a fearful responsibility in endangering the lives of a thousand children by refusing to put a competent man in charge of the boilers under Grammar School No. 29, in Greenwich Street. It is the testimony of the principal of this school that the janitor who now attends to, or rather neglects, the boilers, gets drunk, frequently leaves the premises in charge of drunken substitutes, and that there is constant danger of a terrible explosion. Still the trustees refuse to change the janitor because of political reasons.

The Board of Education has directed the purchase of five lots at the north-east corner of Seventy-seventh Street and Tenth Avenue, at a cost of \$45,000, for the erection of a new school building. The site has the approval of the west side property owners, who have been urging that a school be built in this neighborhood.

LETTERS

SCHOOL ORGANIZATION.—What are the necessary steps to take in organizing a school? A. H.

The subject is so large that it cannot be covered in the limits of the Letter Column. The following principles have been laid down by an experienced institute instructor, as guides in making out a time-table for the exercises of the school: "(1) Have a time for everything, and everything in its time. (2) Give to all classes of pupils an equitable portion of time. (3) Primary recitations should be short, but frequent. (4) Advanced recitations, long and infrequent. (5) Have only necessary classes. (6) A day's work in a day." Consult Johnnot's "Principles and Practice of Teaching," also Trainer's "How to Grade a Country School," for full discussions of this important subject.

TEACHING, A PROFESSION.—How is it expected that we can make teaching a profession when we—that is, the most of us—merely get enough salary to keep us meagrely? To make it a profession we must have more money—not to make us rich, but to enable us to live comfortably, so that we can devote all of our time to the work. May the day hasten when we shall get more salary! V. E. S.

Why is it that teachers get such small salaries? It is because Tom, Dick, and Harry are allowed to teach. And why are they so allowed? Because public opinion says they can do it just as well as Ben, who has studied the science of teaching and been specially trained for the work. The public must be shown that this isn't so. Its attention must be called, clearly, forcibly, and persistently, to the difference in the work of the two classes. Every teacher who is able to do this will increase his own salary and help along the establishment of the profession.

REWARDS.—How should teachers reward diligence in study? H. B. H.

Brooks says: "When we have done what we think to be right, a sweet feeling of satisfaction is experienced. It is a joy unspeakable, a delight incomparable with any other emotion that ever animates the human soul. It cheers in the hour of misfortune, sweetens the cup of poverty, sustains us amid the most trying circumstances of life, enables us to withstand the coldness of friends and the slanders of enemies, and, above everything else, smooths the pillow of death, and fills the soul with joy in the thought of the life to come." Let the child early learn to prize this reward above all others. Do not cultivate selfishness and arrogance by giving him a prize because he has outstripped his school-fellows; do not teach him to look for any other reward for right action than this inward satisfaction, which must be his chief allurements to ways of virtue all through life.

COMPOSITION WORK.—A SPECIMEN.—Your pictures under "Hints for Composition" have helped me solve the problem, How to make lessons in composition interesting and profitable.

Last Friday I had sketched on the blackboard the picture of the boy looking over the fence. We talked about it ten minutes, and then the children were given fifteen minutes for writing their story. To secure order in the arrangement of the facts, each pupil made first a short analysis of the subject: 1. Description of boy, with age, name, dress, etc., as subdivisions. 2. For whom waiting, with a description of person. 3. Where they will go afterwards.

As this was the first exercise of the kind I had given them, the results surprised me. Enclosed you will find one which illustrates in a simple way what can be done. I have made no corrections, either in spelling or punctuation. M. P. S.

THE TWO LITTLE BROTHERS.

Little Johnny Jones was eight years old, very stout, with dark brown curls, rosy cheeks, and sparkling blue eyes. He wore a blue suit, consisting of short pants with buttons on the sides, a neat coat reaching to the waist, and blue stockings, with button shoes; these together with a little round hat composed master Johnny's costume. We first find him standing with his arms upon the fence, whistling "Yankee Doodle." Johnny's brother, Willie, who was an exact counterpart of Johnny, except that he was larger, taller, and a year older had gone to school, and because he remained so late, Johnny went in search of him, and after waiting a long while, he was rewarded by seeing his brother coming down the hill. They met and, instead of going home, decided to sample the honey contained in farmer Johnson's hive. Johnny, who acted as leader, not hearing the usual hum of the bees, concluded that all was well; but he was soon to find out his sad mistake.

The two brave boys commenced to investigate, suddenly Johnny, with a hysterical sigh, reached for his nose which he imagined was full of pins; Willie, in turn, tried to knock his ear off, or rather a bee off his ear; then the circus began. They ran, yelled, and begged to be excused, but the bees were merciless. They went home with larger but wiser heads. They had learned the lesson that all meddling boys will learn, "The way of the transgressor is hard."

THOMAS EDWARDS,
Eighth Grade,
Age, 15.

MISS M. P. SHADD,
Teacher.
Time, 15 min.

HISTORY.—What do you mean when you say "all history is a succession of pictures in the mind"? I know from sad experience that dates are an important part of history. I have often been mortified because I could not give the dates of prominent events and important statistics connected with them. You say, give the pupils the story of history in its most interesting form and manner. I suppose you mean tell the story in an interesting manner. But this applies especially to oral instruction, and not to "advanced classes" who are studying a text-book, and the teacher wishes to interest them, and help them to form the habit of studying and learning from text-books. I also know that dates and some statistics give definiteness to events, and aid in associating and remembering them. W. S.

You lament your inability to recall dates. Is it because you were never taught them, or, having them once in your

AULD LANG SYNE. ROBERT BURNS.

1. Should auld acquaintance be for-got, And neev-er brought to mind? Should auld acquaintance be for-got, And
2. We twa ha'e run a-b-oot the braes, And pu'd the gow-ans fine; And we've wander'd mony a wea-ry foot Sin'
3. We twa ha'e sport-ed i' the burn Frae mornin' sun till dine, But seas be-tween us braid ha'e roa'd sin'

days of auld lang syne?
auld lang syne. } For auld lang syne, my dear, For auld lang syne; We'll tak' a cup o'

kind-ness yet, For auld lang syne.

ADORATION. C. M. A. M. KELLOGG.

1. I thank thee Lord, for quiet rest, And for Thy care of me; Oh let me thro' this day be blest, And kept from harm by Thee.
2. Oh let me thank Thee, kind Thou art To children such as I; Give me a gentle loving heart, Be Thou my friend on high.
3. Help me to please my teachers dear, And do what'er they tell; Bless all my friends both far and near, And keep them safe and well.

mind, they have slipped out? If the first is the case, you are as fortunate as those who have spent wearisome days in acquiring them, and afterward found they had them not; if the latter, it only proves our argument well founded.

Dates are highly prized by students of history—those who are searching, comparing, and studying to find the answers to certain questions. Dates are their guide-posts; but to the beginner who knows very little about the pleasure to be found in the study, dates have no attraction. It is the stories that arrest his attention and encourage him to go on. Our efforts with beginners must be, not to relate simply, but to point to the stories—the pictures. These are the "scent," which having once caught, the child is off spontaneously, like the hound when he finds the track of the fox. Imagine a hunter clubbing his dog to the chase. It would accomplish the object to be sought just as much as compelling children to commit dry dates and facts will make them students of history.

ANSWERS.

The answer to question 267, published in these words, "Washington is a part of the District of Columbia, over which Congress has exclusive control, and the District of Columbia is not a part of any state," is not quite satisfactory to me. It is fully answered in the following, which is copied from Northam's Civil Government, page 121, of the editions of 1884-5-6:

The constitution confers upon Congress the exclusive legislative control of the district.

The people have no voice in the election of presidential electors.

By a law of Congress in 1874, the Executive, Legislative, and Public Works Departments, and the office of Delegate to Congress were abolished.

By the same law an office (to be administered by three Commissioners appointed by the President and Senate) was created, giving the Commissioners authority to abolish any office, consolidate two or more offices, remove from and make appointments to office.

By the same law the municipalities of Georgetown and Washington were abolished, which suppressed the elective franchise throughout the district.

The Supreme Court of the District of Columbia consists of one Chief Justice and five associate justices appointed by the President and Senate, holding their office during good behavior.

The Supreme Court has general original jurisdiction in law and equity.

The General Term held by all the Justices of the Supreme Court of the district, or a majority of them, hears appeals and writs of error from determinations of a single Justice of the Supreme Court.

Any one justice may hold a Special Term.
The salary of the commissioners is \$3,000; of the chief justice, \$4,500; and associate justices, \$4,000. H. C. N.

285. The Atlantic Cable is a telegraph cable, laid in 1866, between Valentia, Ireland, and Heart's Content, New Foundland. It was successfully laid on the 3d attempt, and then the 1865 cable was picked up and mended. Length, 2,500 miles; diameter, including everything, 1 1/8 inches; weight, 3,575 lbs. per mile; it will stand a strain of 7 3/4 tons. A. F. B.

287. The American cent was first proposed by Robert Morris, the great financier of the Revolution, and was named by Jefferson two years after. It began to make its appearance from the mint in 1792. G. E. M.

289. The "level of the sea" is the level of the ocean. Mountains, &c., are rated as so much above "the level of the sea." It is found by means of a barometer. The pressure of the air diminishes as we ascend; thus, by the assistance of a barometer that exactly tells the pressure of the air, we may as certain how high we have gotten. The height attained by a balloon is ascertained in same manner. A. F. B.

290. P. O. Department, created Sept. 22d, 1789, by act of Congress. First P. M. Gen., Sam'l Osgood, of Massachusetts, appointed Sept. 20th, 1789, by Washington. P. M. Gen. was taken in as a member of the Cabinet in 1829 (Jackson's administration), when Wm. T. Barry, of Kentucky, was appointed to the position. A. F. B.

291. By analyzing thus: "If 2 oranges cost 6 cts., 1 orange would cost one-half (1/2) as much, one-half of 6 cts., which is 3 cts." A. F. B.

300. Webster pronounces Bayard either Ba-ard or Bi-ard. A. F. B.

302. Illustration: If Canada was joined to the United States it would be annexed; if Dakota, it would be admitted, because Dakota has all the while formed a part of the United States, while Canada has not. G. E. M.

303. The "Law of Nations," or "Public International Law," consists of those rules which nations agree among themselves to be just and fair in regulating their dealings with one another in times of war and in times of peace. They are based upon the ideas of common sense and the teachings of different men who may write upon such topics judiciously and reasonably. Laws relating to neutrality, to rights of belligerent powers, &c., &c., are specimens. A. F. B.

304. The consent of the state or territory to be divided, and the consent of Congress. A. F. B.

305. Now Labrador is considered as an appendage of New foundland. Sometimes it is considered as an appendage of Canada, and sometimes of Newfoundland. It has no government of its own. A. F. B.

307. The entrance to the harbor of San Francisco is called the Golden Gate. G. E. M.

QUESTIONS.

312. What part of speech is "like" in the sentence, "Man, like the generous vine, supported lives." V. E. S.

313. Is the Congo river longer than the Amazon. If so, how much? V. E. S.

314. What is the longest word known? V. E. S.

315. Is all of the water of the Caspian Sea which flows in through the large river evaporated? If not, how does it pass off? V. E. S.

316. We have a school-room, thirty-five feet by sixty-seven. The ceiling is twenty-two feet high, rounded from the walls, but the centre flat. Can some one suggest a way to stop the room from echoing? W. S.

317. Why is Wilmington, N. C., the greatest market in the world for naval stores? G. T. B.

318. If a school be closed by the director on account of the teacher having been exposed to a contagious disease, will he be obliged to make up the lost time, providing he does not come down with the disease? S.

319. Please give the pronunciation of the word, "Pall Mall" Gazette? Webster pronounces a word similarly spelled, pell, mell. I would like to know the meaning or origin of the word too, as used as a name for a paper? L. D.

320. Are the revenue stamps that were once used on notes, etc., redeemable? If so, where? A. W. C.

321. How many people must there be in a territory before it may be admitted into the Union as a state? J. S. G.

322. What caused the trouble between Servia and Roumelia? I. R.

323. Why do some people think it best to stop the coinage of silver? I. R.

If you have no appetite, take Hood's Sarsaparilla. One man says, "It makes me eat like a horse."

BOOK DEPARTMENT.

NEW BOOKS.

THE ELEMENTS OF LOGIC. A Text-Book for Schools and Colleges. Being the Elementary Lessons in Logic. By W. Stanley Jevons, LL.D., F.R.S. Recast by David J. Hill, LL.D. New York and Chicago: Sheldon & Co. Octavo, 330 pp. \$1.00.

This book has been prepared with a view of meeting the wants of colleges and schools. Its merits are its fresh treatment of the subject, its fulness and felicity of illustration, its clearness and vigor of style, its recognition of the logical methods of science as a part of Logic, and its comprehensive presentation of recent views on the subject of reasoning.

It was designed by its author, Prof. W. Stanley Jevons, as a hand-book for students in the English universities, and it has been the aim of Dr. Hill, in his edition of the book, to adapt it to the wants of American schools and colleges. It is divided into chapters, showing the various kinds of terms, propositions, syllogisms, fallacies, induction, method, and recent logical views. The book, all through, abounds in apt illustrations, and a constant interest is sustained in the student's mind, as he learns how Logic pervades all other branches he has pursued.

Considerable space is given to the methods of scientific reasoning, showing what has been attempted as well as what has been accomplished in the process of Logic. Dr. Hill, in recasting the book, has taken into account particularly the methods of study and recitation most common in our country, and has imparted to the work the following advantages over the English edition: 1. A complete and precise analysis; 2. Great prominence of cardinal principles; 3. Unity of treatment; 4. Collateral helps. Questions for examination are inserted at the end of the book.

XPRESSION: ITS ANATOMY AND PHILOSOPHY. By Sir Charles Bell, K.H. New York: Fowler & Wells.

Interest has lately been growing so extended in the subject here treated, the author's great ability is so well known, and his treatise has so enviable a reputation, that readers will be pleased to notice that the present edition contains the original notes and illustrations designed by the author. It is also gratifying to observe that additional illustrations and notes have been appended by so competent an authority as the editor of the *Phrenological Journal*.

The purpose of the author is to direct attention to the characteristic forms of man and brutes, with a view to comprehend the *rationality* of those changes in the countenance and figure, which are indicative of passion. It is a book of great value to public readers, artists, actors, and all students of human nature.

THE DELSARTE SYSTEM OF DRAMATIC EXPRESSION. By Genevieve Stebbins. Edgar S. Werner, Publisher, 48 University Place, New York. Original Illustrations. \$2.00, postpaid.

The system of Francois Delsarte has provoked much curiosity and criticism, both favorable and otherwise. It has been misrepresented, ridiculed, and travestied by those that have only caught half its meaning through the imperfect efforts of its more shallow followers and would-be exponents; but in spite of all, this system represents a noble science; and the present book—coming from one eminently qualified by study and practice—justifies itself to the skeptical and is its own best recommendation to all students of the art of expression as a component factor in every other art. Delsarte devoted his life to ascertaining and formulating the laws governing expression as applied to all arts; hence this book is of equal value to the elocutionist, orator, actor, public reader, preacher, lawyer, painter, sculptor, and to all others who wish to give expression to their bodies or to their work. Persons of refinement and culture will find valuable hints as to the deportment and attitudes which should prevail in good society. By a happy, judicious mingling of philosophy and drill-exercises, the author has avoided making the book either too metaphysical or too mechanical. Both the reasoning student and the practical student will be satisfied. Every gymnastic has its philosophical explanation, every principle its physical application. Delsarte's gymnastics differ from others in that they are not mechanical. Each has a mental, emotional, aesthetic value and intent. No exercise is practiced simply for the physical result, but for the purpose of developing body, mind, and soul, and harmonizing their reciprocal relations, influences, and effects.

FOR MAMIE'S SAKE. A Tale of Love and Dynamite. Grant Allen. New York: D. Appleton & Co. 25 cents.

This is one of the publishers' deservedly popular twenty-five-cent reprints. The title is so neatly descriptive that little explanation is needed. It is to be said at the outset that the story is very readable and positively interesting; besides being, in spots, something even more. The reader is thrilled at the grand possibilities opened in the character of Sydney Chevenix; though one is a little disappointed that the author leaves it merely a possibility, a crude sketch whose remarkable outline is clumsily filled in. The same may be said of the other characters—striking, but unfinished and inconsistent. It seems as if the author had been reading "Col. Enderby's Wife," and had resolved to go and do likewise. The ingenuity of plot, and this faculty of depicting the salient points of character, would seem to

indicate that the author is rather a dramatist than a novelist. Nevertheless, those that begin his book will probably read it through.

BYRON'S CHILDE HAROLD. Edited, with Introduction and Notes, by H. F. Tozer, M.A. Oxford, Eng.: Clarendon Press. 90 cents.

Here we have the best poem which Byron ever wrote, prepared and edited with special adaptability for the school-room. In the introduction is given a sketch of the poet's life, defining his character, his religious opinions, his literary characteristics and their influence on literature, with a criticism on "Childe Harold," and its relation with the character of the poet. This is short, but comprehensive and accurate. It is followed by an essay on the art, style, and versification of the poem, giving a thorough analysis of the features of style, speech, grammatical irregularity and versification displayed therein. To promote facility of reference, the lines of each canto of the poem have been numbered by fives independently of the stanzas; and in the notes which follow, the lines are pointed out by their numbers. In these notes are prefatory remarks explaining the peculiarities of each stanza; thus there is a remark on Canto I., describing Spain and Portugal at the time of Byron's visit; on Canto II., relating the events of his journey through Albania and Greece, etc. Byron's vocabulary was remarkably extensive and accurate, and his influence on literature, foreign as well as English, has been so great, that his works are worthy of careful study, for which this volume is especially fitted. It is compactly arranged and neatly printed, with cloth binding.

THE INFANT PHILOSOPHER. Stray Leaves from a Baby's Journal. By T. S. Verdi, M.D. New York: Fords, Howard, & Hulbert. Paper, 30 cents; cloth, 50 cents.

This little book is a combination of simplicity, wit, and wisdom, and takes up a train of thought which is made to come from the little infant himself. The baby narrates his first glimpse of life, and the manner in which he slowly distinguishes impressions, sights, and sounds, and applies them to himself. He stigmatizes the policy of silencing the child's pain by any convenient nostrum without considering the after effect upon the child's system, etc. Besides the instruction to be derived from reading it, every one who is possessed of an "Infant Philosopher" will be pleased with the comical side of the pictures presented.

THE WOMEN FRIENDS OF JESUS. A Course of Popular Lectures, Based upon the Lives and Characters of the Holy Women of Gospel History. By Rev. Henry C. McCook, D.D. New York: Fords, Howard, & Hulbert. Cloth, \$2.00; cloth gilt, \$2.50; morocco, \$5.00.

This series of lectures, twelve in number, deals, in succession, with each of the women mentioned in the New Testament as the friends and associates of Jesus. Each is treated as a type of womanly character, and as exemplifying some detail in the experience of woman's life and mission. Thus, the lecture on "Mary, the Mother of Jesus," naturally dwells upon the duties, hopes, responsibilities of motherhood; Salome exemplifies "Ambition in Woman;" Martha of Bethany, "Woman as Mistress of the House;" Mary of Cleophas, "Woman's Ministry in Sorrow;" Mary Magdalene, "Woman Transformed by Christianity;" Procla, the wife of Pilate, "A Wife's Warning;" Mary, the mother of Mark, "Woman's Social Ministry;" and so on through the list.

In the lecture on Salome, the author gives a brief sketch of her life, according to the biblical stories and traditions which have come down to us, and tells how she worked for the advancement of her sons; how she pleaded with Christ that they might be his chosen disciples. Her great ambition was in the exaltation of her sons. The author claims that it has ever been that all true mothers are more happy in the righteousness and happiness of their children than in their own power or wealth. He says that the most remarkable social phenomenon is the revival and development of woman's work and influence, especially in the church.

The printing is on fine, rich paper, in clear, open type, and the binding is in cloth, prettily decorated.

AZTLAN. The History, Resources, and Attractions of New Mexico. With Maps and Illustrations. By Hon. W. G. Rich. Boston: D. Lothrop & Co.

This book has already passed through four editions, and the present one is a revision in which the history of New Mexico has been brought down to the present time. Its contents include the Legend of Montezuma, a historical view of New Mexico, a review of its resources, a description of the various mines, coal fields, farm lands, cattle ranches, etc.; and it rehearses the many opportunities for manufacturing and investment by capitalists. The history and development of each county has been written by its commissioner or some one else fully acquainted with it, and all have been included in this review.

The author claims that New Mexico averages a mile and a quarter higher altitude than any other place either east or west, of the same latitude, and consequently its temperature approximates that of New York or Iowa and it is, therefore, equally as well suited for habitation as either of these states. There is a large map of New Mexico, showing the counties, cities, and prominent towns. A descriptive map of Santa Fe County shows the various coal fields, government lands, mining districts, lines of railroad, etc. A valuable feature of the book are the illustrations, of

which many are colored. One, a three-page illustration of the headquarters of the military district of New Mexico, shows the quarters of Ex-President Grant and family when they visited Santa Fe in 1880; another the headquarters of President Hayes in 1880. A bird's-eye view of Santa Fe, its streets, etc., is given in a beautiful, three-page, colored picture. Persons contemplating settlement in this locality will find here some valuable advice and information. The book is printed in large, clear type, on fine paper, and is bound in pamphlet form.

MAP OF THE BATTLE-FIELD OF SHILOH. By General D. C. Buel. New York: The Century Co. 25 cents.

The exact positions occupied by troops during the battle of Shiloh have been a source of much debate, but this map, an enlarged, corrected, and revised edition of that which appeared as an illustration to General Buel's article on the Shiloh campaign, in the *March Century*, while substantially identical with the original "official" map, has many corrections made from surveys by Capt. A. T. Andreas and Capt. Michler. The positions of the different divisions of the armies are distinctly shown at the various hours during the progress of the battle. To an intelligent person it is an illustrated history in itself.

CIRCULARS OF INFORMATION OF THE BUREAU OF EDUCATION. 1885. Nos. 3-4. Hon. John Eaton, Commissioner.

Circular No. 3 is a review of the reports of the British Royal Commissioners of Technical Instruction, with notes, by the late Chas. O. Thompson, A. M., Ph. D., giving a classification of the European technological schools, and showing the preference for practically trained men. The system in Russia, the French schools, and the "cottage industries" of Germany and Austria, are fully described. In the appendix are given statistics of the expense necessary for the maintenance of this system of instruction, plans of study in the various countries, and the number of students receiving a classical instruction in the United States.

Circular No. 4 treats of education in Japan. Japan is recognized as one of the most educationally progressive countries in the world; and the cordial relations existing between the United States and Japan make any information regarding that country welcome to us. In part I., the system of education is described, giving its history and development, the organization of its school system from the kindergarten and elementary to the advanced professional, commercial, agricultural, and miscellaneous schools. The administration of the school system, as here presented, shows the most careful thought on the part of its projectors. Part II. deals with the statistics of educational matters, presenting the number of pupils, schools, and instructors in 1883, the value of the school property, items of income and expenditure, and the contributions and contributors to the school funds.

LITERARY NOTES.

The most important period in the history of the United States since the close of the Revolution is treated in a work soon to be issued by G. P. Putnam's Sons—a "History of the United States from 1840 Down to the Close of 1885," by Prof. Alexander Johnston, of Princeton.

Of recent songs, the most important which have come to our notice are J. C. Macy's ballad "An Old Romance;" Walter Jackson's "Good Bye;" Herbert J. Johnson's "The Water Nymphs;" the new rendering of "The Old Folks at Home," as sung by the Swedish Ladies' Quartette; and Launce Knight's "Rosalia," a song and chorus for male voices, as sung by the Harvard College Glee Club.

The *Popular Science Monthly* for March contains several articles of special interest to teachers, among which may be mentioned, "Biological Teaching in Colleges," by Prof. W. G. Farlow, of Harvard; and "Health and Sex in Higher Education," by Dr. John Dewey of Michigan University. All teachers should read these carefully.

The *New England Magazine* and *Bay State Monthly* will include among its features for 1886 a series of illustrated articles on the colleges of New England and the practices of teaching.

A sonnet by Mrs. Louise Chandler Moulton appears in the March volume of *Through the Year with the Poets*, which D. Lothrop & Co. have issued.

Rev. Geo. W. Cooke, West Dedham, Mass., in a recent address, recommended the "Child's Health Primer for Primary Classes;" "Hygiene for Young People, for Intermediate Classes," by Mary H. Hunt; and "Hygienic Physiology," by Joel Dorman Steele, Ph. D., all published by A. S. Barnes & Co., as those best adapted to the needs of teachers in carrying out the new law in regard to teaching hygiene and physiology.

The American Humane Association, impressed with the importance of the report of the committee of the American Ornithologists' Union, for the protection of birds, is making arrangements for the distribution of 100,000 copies, and would be glad to receive substantial aid from friends of our American birds. The report shows that unless immediate measures are taken to prevent the present rate of destruction, our woods and fields will shortly be without birds. G. E. Gordon, president, Milwaukee; Lev Knowles, treasurer, 252 North Broad Street, Philadelphia.

"Edge-Tools of Speech" is one of the best books of quotations in the language, and is indispensable in the library and at the office. The book is handsomely issued by Messrs. Ticknor & Co.

Mr. G. M. Towle is at work on "A Young People's History of Iceland," to be brought out by Messrs. Lee & Shepard in uniform style with the same author's "Young People's History of England."

"The Story of Margaret Kent" is rapidly nearing, if it has not already reached, a fifth edition.

ANNOUNCEMENTS.

Irving's "Alhambra" is to be added to the series of "Classics for Children," published by Messrs. Ginn & Co. It is edited by Alice H. White.

The "Life of Peter Cooper," which was first announced a year or more ago, is now actually on the press and will be issued by the Macmillan during the present month.

Messrs. Robert's Brothers announce "Prince Otto," by Robert Louis Stevenson, and a volume by Dr. Frederic Henry Hedge, "Hours with German Classics."

Cassell & Co., will publish shortly an Oriental story, by Evan Stenton, entitled "Ruhmah; a Story of Eastern Life," the scenes of which are chiefly those of harem life in Central Asia.

A. C. Armstrong & Son publish this week Dr. McCosh's paper on "Religion in a College—What Place it Should have;" also a new volume of Alfred Ainger's edition of Lamb's works, comprising "Mrs. Leicester's School," and other of his prose and verse writings.

It is pleasant to note the announcement of Houghton, Mifflin, & Co. that Mr. Warner's charming "Back-Log Studies" are to be added to the Aldine Series. The same publishers announce a new edition of Mrs. Jameson's novels in ten volumes, at reduced prices.

Roberts Bros. will publish shortly "Colonel Cheswick's Campaign," the first novel of Flora Shaw, the English author of several popular stories; in the "Famous Women" series. "Madame Roland," by Mathilde Blind, who also wrote "George Eliot" for the same series; and in the Balzac series "Eugenie Grandet," which many of Balzac's admirers regard as his masterpiece.

Ginn & Co. announce for May 1, "Our Government," a textbook, by J. Macy, Professor of History and Political Science in Iowa College.

D. C. Heath & Co. announce "A Short Manual of Chemical Arithmetic," by J. Minor Colt, of St. Paul's School, Concord, N. H.

"A History of the Storrs Family," compiled by the late Charles Storrs, of Brooklyn, is promised immediately by A. S. Barnes & Co.

The Boston Society of Natural History announces that the Seaside Laboratory, at Annisquam, Mass., will be open to students during the coming summer from June 15 to August 15, 1886. It will afford opportunities for the study of the development, anatomy, and habits of common types of marine animals, but there will be no attempt to give lectures or any stated courses of instruction. It will be under the immediate care of Mr. B. H. Van Vleet, assistant in the Laboratory of the Boston Society of Natural History, well-known as a teacher, and who has also had long experience in collecting and observing at the sea-side.

The Saratoga Summer School of Languages will be held at Saratoga Springs, N. Y., during the four weeks from July 12, to

Aug. 7, 1886. The course will embrace instruction in German, French, and Spanish, under the management of S. M. Stern, of Stern's School of Languages, 27 East 44th Street, N. Y., to whom applications should be made for descriptive circulars.

Charles Scribner's Sons have in press a work on "Persia; the Land of the Imams," by the Rev. James Bassett; a new work by Hon. Eugene Schuyler, on "American Diplomacy;" and an American edition of Fisher's "History of Modern Philosophy," with a new introduction by President Noah Porter.

Messrs. Ticknor & Co. announce for publication, on Saturday, March 20: "The Prelate," by Isaac Henderson; "The Sphinx's Children: and Other People's," by Rose Terry Cooke, author of "Somebody's Neighbors;" and "A Stroll with Keats," by Frances Clifford Brown.

G. P. Putnam's Sons will publish immediately "A Hancock Monograph," comprising the proceedings of the Military Service Institution at the meeting held in memory of its president, General Hancock. They have also nearly ready "A Study of Dante," by Susan E. Blow, with an introduction by Wm. T. Harris, LL.D.; "Essays on Finance, Wages and Trade," by Robert Giffen, president of the British statistical society.

Macmillan & Co. announce the "Letters of Thomas Carlyle," edited by Charles Eliot Norton, and "The Choice of Books," by Mr. Frederick Harrison.

D. Lothrop & Co. will soon publish a volume of poems by Clinton Scollard, entitled "With Reed and Lyre." They announce for issue this month a novel by an English writer, Lawrence Severn, under the title of "Heaven's Gate: A Story of the Forrest of Dean."

Dr. G. Stanley Hall has written the introduction to the translation of Dr. Paul Radstock's "Habit and its Importance in Education," which D. C. Heath & Co. are soon to bring out in their Educational Classics.

MAGAZINES.

The Art Interchange, 37 West Twenty-second Street, New York, for Jan. 2, has a colored plate called "Love's Armistice," capitol drawn, and not too difficult for the amateur; also small designs for china, well worth the cost of the paper. Jan. 16, contains a dress-front design that can be utilized both in embroidery and painting. The large plate designs in both numbers are very good. The directions come within the scope of beginners, and can be relied on. The Art Amateur for February, beside the usual articles on artists and home decoration, has a large study of a dog, sketches by Edith Scannell, and china painting designs. The "Southern Bivouac" for March contains a fac-simile of a letter from Thomas Jefferson, and a paper descriptive of the Teche (La.) Country Fifty Years Ago. Paul H. Hayne has prepared an account of the defense of Fort Wagner, in Charleston Harbor, and R. M. Kelly has written a sketch of John Williamson, botanist and artist. The March number of "The Pansy" has serials from Pansy herself, and from Margaret Sidney, while his-

tory, natural science, travel, behavior, and morals, are all represented. "The Decorator and Furnisher" for March has a display of articles and illustrations, all of them useful and interesting. The reproductions of the decorations in the New York Academy of Music are among the finest pieces ever given in any magazine. There is also a long article upon the White House, and a profusion of other things. The March 6th issue of "Building" contains the second paper on "Slow-Burning Construction," by W. H. Dabney, Jr.; and the continuation of Mr. Warren R. Briggs' series of articles on "The Planning and Construction of School-Houses," with plans and perspectives of a model suburban school. For the March "Century," Mr. and Mrs. Joseph Pennell have written and illustrated "Italy, from a Tricycle." John Bodwin, in Mrs. Mary Hallock Foote's story, appears upon the witness-stand, to present his "testimony." A full-page portrait of Emilio Castelar forms the frontispiece of this number, with articles by William Jackson Armstrong and Alvey A. Adee, of the State Department, Washington. "The Strength and Weakness of Socialism" is a striking and timely article by Dr. Washington Gladden; and General Don Carlos Buell, who commanded the Army of the Tennessee at the Battle of Shiloh, assails the positions taken historically by Generals Grant and Sherman.

CATALOGUES AND PAMPHLETS RECEIVED.

Edward Gillett's Ninth Annual Catalogue of North American Wild Flowers, for 1886; Southwick, Mass.

Fourth Annual Report of the Kitchen Garden Association, April 1, 1884. Mrs. John Sinclair, President.

Annual Report of the Board of Managers of the New York State Reformatory at Elmira, for the year ending Sept. 20, 1885. John I. Micks, President.

Catalogue of the Pupils and Teachers of the Washington High School, D. C., December, 1885. Edward A. Paul, Principal.

Fifth Biennial Report of the State Normal School at Cedar Falls, Iowa, school years ending 1883-4, 1884-5. J. C. Gilchrist, Principal.

Annual Report of the Board of Education of the Village of Ithaca, for the year ending Sept. 30, 1885. L. C. Foster, Superintendent.

Speech of Hon. Clifton R. Breckenridge, of Arkansas, on the River and Harbor Bill, in the House of Representatives, Tuesday, Feb. 3, 1885.

Fifty-Sixth Annual Report of the Board of Education, Cincinnati, O.: Part First; Report for the year ending Aug. 31, 1885—Part Second; A Handbook for the year commencing Sept. 1, 1885. John B. Peaslee, Superintendent.

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6th, An Invaluable Book.—The importance of supplying every child with Webster's Practical for his very own, is not generally appreciated. As an educator it is worth a hundred times its price, and a little self-denial to provide one or more copies in every family will prove a better economy than an endowment of hoarded bank-stocks later on in life.

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